

2016 - 2017
Annual Assessment Report

Bachelor of Science
Strategic Communication



School of Media & Strategic Communication
Strategic Communications – Bachelor of Science
Assessment Report Form 2016-2017

Date of Report: 8/30/2017

Name of Person Submitting Report: Gina J. Noble, Associate Director of Undergraduate Studies, School of Media & Strategic Communications

A. Program Information:

Assessment Coordinator's Name: Gina Noble

Assessment Coordinator's Email Address: gina.noble@okstate.edu

Number of students enrolled in the program 2016-2017: 210

Number of students graduated in 2016-2017: 77

B. Program Mission Statement

To educate the future leaders in mass communication from Oklahoma, its neighboring states, the nation and the world to be responsible and effective communicators who facilitate and promote participation in a democratic society through excellence in practice, ethical behavior, a critical stance, and embracing change through lifelong learning. Oklahoma State University School of Media & Strategic Communications will do this by promoting:

- ☐ Critical thinking
- ☐ Creativity
- ☐ Global awareness
- ☐ Appreciation for the liberal arts
- ☐ Adaptability
- ☐ Problem solving skills
- ☐ Diversity
- ☐ Leadership
- ☐ Community involvement

C. University Assessment Funds

Were university assessment funds used by the department/program for assessment activities? ☒ Yes ☐ No

Funds were used to pay SMSC alumni to assess student digital portfolios. SMSC selected and paid alumni who had been working professionally at least three-to-five years (or more) in media, sports media and strategic communications (representative of SMSC's three programs). Funds were also used to pay one SMSC professor to assess the same portfolios. The funds helped legitimize the importance of SMSC's assessment research to participating alumni because they took their jobs seriously and gave in-depth answers to help us better understand our students' strengths and weaknesses, which helps faculty improve curricula. One-hundred percent of the selected participants completed the survey.

D. Student Learning Outcomes

NOTE...We have two degrees in strategic communications: a Bachelor of Science and a Bachelor of Arts. The only difference between the two is a foreign-language requirement in the Bachelor of Arts.

NOTE...The following student learning outcomes are the same for each of the six degrees in the School of Media & Strategic Communication because of accreditation requirements set by our accrediting council – the Accrediting Council on Education in Journalism and Mass Communication <http://www.acejmc.org/policies-process/nine-standards/>

The following student learning outcomes were assessed:

Learning outcome 1.

Students will demonstrate an appreciation of the constitutional freedoms, legal issues and ethical principles involved in mass communication.

Learning outcome 2.

Students will demonstrate an understanding of the relevance of human diversity in mass communications.

Learning outcome 3.

Students will demonstrate respect for the history and social role of mass communications.

Learning outcome 4.

Students will demonstrate critical, creative and independent thinking as they relate to individual disciplines in mass communication.

Learning outcome 5.

Students will demonstrate an understanding of the relevant theories and concepts of mass communication.

Learning outcome 6.

Students will demonstrate an understanding of the methods and techniques of research and information gathering.

Learning outcome 7.

Students will demonstrate an understanding of the writing, editing and production techniques of mass communication specialties.

Learning outcome 8.

Students will demonstrate an understanding of relevant planning and management methods in mass communication.

Assessment Method #1 – Graduating Senior Survey and Exit Interviews

Learning Outcomes 1, 2, 3, 5, 8

D1) Student Learning Outcome #1: *Students will demonstrate an appreciation of the constitutional freedoms, legal issues and ethical principles involved in mass communication.*

Identify opportunities for students to learn this outcome during the 2016-2017 academic year:

Students are required to take MC 2003, Media in a Diverse Society, which devotes one-two lectures introducing media law and the ethical considerations professionals in the field may face. Students are required to take MC 4163, Mass Communication Law, and MC 4143, Ethics and Issues in Mass Communication; both classes cover this student-learning outcome.

How many students were included in the assessment of this outcome?

5

How were students selected to participate in the assessment of this outcome?

Using a “graduating seniors” list provided by academic counselors, 10 SC names were randomly selected using www.randomizer.com. Each student was emailed and asked to participate in a senior exit interview; all said yes. Five students were then selected using the randomizer software.

Assessment Methods

Identify the method(s) used to assess this learning outcome. Check all that apply.

- | | | |
|--|---|---|
| <input checked="" type="checkbox"/> Survey | <input type="checkbox"/> Satisfaction Survey | <input checked="" type="checkbox"/> Interviews |
| <input type="checkbox"/> Rating of skills (e.g., rubrics) | <input type="checkbox"/> Benchmarking | <input type="checkbox"/> Performance or jury |
| <input type="checkbox"/> Analysis of written artifacts | <input type="checkbox"/> Measuring effectiveness relative to professional standards | <input type="checkbox"/> Visual collection (photos, videos, etc.) |
| <input type="checkbox"/> Comprehensive, certification, or professional exam(s) | <input type="checkbox"/> Review of thesis/dissertation/ creative component | <input type="checkbox"/> Review of student research |
| <input type="checkbox"/> Oral presentation | <input type="checkbox"/> Capstone project | <input type="checkbox"/> Other (please specify): |
| <input type="checkbox"/> Course project | <input type="checkbox"/> Internship | |

Describe the how the assessment method was implemented, administered, and/or conducted.

Surveys and interviews were conducted with graduating seniors, which measured Learning Outcomes 1, 2, 3, 5 & 8.

The assessment coordinator / associate director conducted five SC senior exit interviews.

First, they were asked to take a survey for Learning Outcomes (See appendix).

Next, they were asked to talk about their learning experiences in the major – questions were embedded in the conversation to measure Learning Outcomes (see appendix).

Did your department/program faculty have a goal set for this learning outcome? ☒ Yes ☐ No

The goal was to receive a mean score of at least 4 (out of 5) on each question on the senior exit survey, which would indicate that graduating seniors “agree” they understand and have an appreciation for the constitutional freedoms, legal issues and ethical considerations involved in mass communication. *This was the first year to specify a goal, and the goal was based on 2016 results.*

Provide a summary of the results from the assessment of Learning Outcome 1.

Learning Outcome #1 score: 4.4 out of 5 points. Goal achieved.

The scale ratings included:

5 – strongly agree 4 – agree 3 – neutral 2 – disagree 1 – strongly disagree

What do the results suggest about student achievement of this learning outcome?

The score indicates students were very satisfied with their knowledge of constitutional freedoms, legal issues and ethical principles in mass communication. Three students “strongly agreed” they had a good understanding of the First Amendment, one student “agreed” she was more comfortable discussing constitutional freedoms and legal issues that are media related, and one student was “neutral” regarding her understanding of this Learning Outcome.

During the interview, all students agreed they have gained knowledge during their coursework regarding constitutional freedoms and ethical principles. All students recalled hearing about law and ethics in multiple classes. Two said they struggled to understand ethical principles taught in SMSC, but they had learned about same ethical principles in Philosophy and Religion, which made them more comfortable using the theories. Another student said she felt the ethical principles were repeated in Introduction to Strategic Communications, Religion and Ethics – she said she was thankful to hear the principles repeated across classes and departments.

The School should continue to discuss constitutional freedoms and ethical considerations across its curriculum, and more classes should include ethical principles if possible.

D2) Student Learning Outcome #2: Students will demonstrate an understanding of the relevance of human diversity in mass communications.

Identify opportunities for students to learn this outcome during the 2016-2017 academic year:

All SMSC students are required to take the core course, Media In A Diverse Society, which places considerable emphasis on the relevance of diversity in mass communications and the media. Diversity is also covered in the Introduction to Strategic Communications required course, which all strategic communication majors are required to take. Many courses in strategic communications discuss diversity, including Persuasive Writing, Graphic Design, Research Methods, Campaigns and Media & Markets.

How many students were included in the assessment of this outcome?

5

How were students selected to participate in the assessment of this outcome?

Using a “graduating seniors” list provided by academic counselors, 10 SC names were randomly selected using www.randomizer.com. Each student was emailed and ask to participate in a senior exit interview; all said yes. Five students were then selected using the randomizer software.

Assessment Methods

Identify the method(s) used to assess this learning outcome. Check all that apply.

- | | | |
|--|---|---|
| <input checked="" type="checkbox"/> Survey | <input type="checkbox"/> Satisfaction Survey | <input checked="" type="checkbox"/> Interviews |
| <input type="checkbox"/> Rating of skills (e.g., rubrics) | <input type="checkbox"/> Benchmarking | <input type="checkbox"/> Performance or jury |
| <input type="checkbox"/> Analysis of written artifacts | <input type="checkbox"/> Measuring effectiveness relative to professional standards | <input type="checkbox"/> Visual collection (photos, videos, etc.) |
| <input type="checkbox"/> Comprehensive, certification, or professional exam(s) | <input type="checkbox"/> Review of thesis/dissertation/ creative component | <input type="checkbox"/> Review of student research |
| <input type="checkbox"/> Oral presentation | <input type="checkbox"/> Capstone project | <input type="checkbox"/> Other (please specify): |
| <input type="checkbox"/> Course project | <input type="checkbox"/> Internship | Click here to specify. |

Describe the how the assessment method was implemented, administered, and/or conducted.

Surveys and interviews were conducted with graduating seniors, which measured Learning Outcomes 1, 2, 3, 5 & 8.

The assessment coordinator / associate director conducted six senior exit interviews.

First, they were asked to take a survey and rank their skills for learning outcomes. (See appendix).

Next, they were asked to talk about their learning experiences in the major – questions were embedded in the conversation to measure Learning Outcomes (see appendix).

Did your department/program faculty have a goal set for this learning outcome?

☒ Yes

☐ No

The goal was to receive a mean score of at least 4 (out of 5) on each question in the senior exit survey, which would indicate graduating seniors “agree” they understand and have learned a lot about the relevance and need for diversity in mass media and communications. *This was the first year to specify a goal, and the goal was based on 2016 results.*

Provide a summary of the results from the assessment of Learning Outcome 2.

Learning Outcome #2 score: 4.8 out of 5 points. Goal achieved.

The scale ratings included:

5 – strongly agree 4 – agree 3 – neutral 2 – disagree 1 – strongly disagree

What do the results suggest about student achievement of this learning outcome?

Students’ survey scores were 4.8/5, which indicates students strongly agreed and were satisfied in their learning and understanding of diversity issues in mass communications. Four students “strongly agreed” and one student “agreed” they had a good understanding of diversity issues.

During the interview, all students agreed they felt confident in their understanding of diversity issues and all agreed they had discussed diversity in several SC classes, mainly regarding audiences.

The School should continue to discuss diversity across its curriculum.

Timeline for the Assessment

☐ Each Semester

☒ Yearly

☐ Every other year

D3) Student Learning Outcome #3: *Students will demonstrate respect for the history and social role of mass communications.*

Identify opportunities for students to learn this outcome during the 2016-2017 academic year:

All students are required to take the following core courses: Media in a Diverse Society, Mass Communication Law and Media Ethics. All of the courses include curricula on the history and social role of mass communications. In addition, strategic communications students are exposed to the history of advertising, public Relations and strategic communications in the Introduction to Strategic Communications course. Finally, an elective course in History of Mass Communications is consistently offered to students.

How many students were included in the assessment of this outcome?

5

How were students selected to participate in the assessment of this outcome?

Surveys and interviews were conducted with graduating seniors, which measured Learning Outcomes 1, 2, 3, 5 & 8.

The assessment coordinator / associate director conducted five SC senior exit interviews.

First, they were asked to take a survey and rank their skills for learning outcomes. *(See appendix).*

Next, they were asked to talk about their learning experiences in the major – questions were embedded in the conversation to measure Learning Outcomes *(see appendix).*

Assessment Methods

Identify the method(s) used to assess this learning outcome. Check all that apply.

☒ Survey

☐ Rating of skills (e.g., rubrics)

☐ Analysis of written artifacts

☐ Comprehensive, certification, or professional exam(s)

☐ Oral presentation

☐ Course project

☐ Satisfaction Survey

☐ Benchmarking

☐ Measuring effectiveness relative to professional standards

- ☐ Review of thesis/dissertation/ creative component
- ☐ Capstone project
- ☐ Internship

- ☒ Interviews
- ☐ Performance or jury
- ☐ Visual collection (photos, videos, etc.)
- ☐ Review of student research

☐ Other (please specify):
Click here to specify.

Describe the how the assessment method was implemented, administered, and/or conducted.

Using a "graduating seniors" list provided by academic counselors, 10 SC names were randomly selected using www.randomizer.com. Each student was emailed and ask to participate in a senior exit interview; all said yes. Five students were then selected using the randomizer software.

Did your department/program faculty have a goal set for this learning outcome?

☒ Yes

☐ No

The goal was to receive a mean score of at least 4 (out of 5) on each question in the senior exit survey, which would indicate graduating seniors "agree" they understand and have learned a lot about the relevance and need for diversity in mass media and communications. *This was the first year to specify a goal, and the goal was based on 2016 results.*

Provide a summary of the results from the assessment of Learning Outcome 3.

Learning Outcome #3 score: 4.4 out of 5 points. Goal achieved.

What do the results suggest about student achievement of this learning outcome?

Students' survey scores were 4.4/5, which indicates students strongly agreed and were satisfied in their learning and understanding of the history and societal role of mass communications. Four students "strongly agreed" and one student "disagreed" they had a good understanding of the history and societal role of mass communications.

During the interview, four of the five students agreed they felt confident in their understanding of mass communication's history and role in society. One disagreed.

The School is doing a good job of presenting and incorporating the history and societal role of mass communications in its curricula.

Timeline for the Assessment

☐ Each Semester

☒ Yearly

☐ Every other year

D4) Student Learning Outcome #5: Students will demonstrate an understanding of the relevant theories and concepts of mass communication.

Identify opportunities for students to learn this outcome during the 2016-2017 academic year:

All students are required to take the following core courses: Media in a Diverse Society, Electronic Communications, Mass Communication Law and Media Ethics. All of the courses include material on the relevant theories and concepts of mass communications. In addition, strategic communications students are exposed to and asked to apply to the relevant theories and concepts of Strategic Communications through most of the courses in SC, including the capstone course.

How many students were included in the assessment of this outcome?

5

How were students selected to participate in the assessment of this outcome?

Surveys and interviews were conducted with graduating seniors, which measured Learning Outcomes 1, 2, 3, 5 & 8.

The assessment coordinator / associate director conducted five senior exit interviews.

First, they were asked to take a survey and rank their skills for learning outcomes. (See appendix).

Next, they were asked to talk about their learning experiences in the major – questions were embedded in the conversation to measure Learning Outcomes (see appendix).

Assessment Methods

Identify the method(s) used to assess this learning outcome. Check all that apply.

- | | | |
|--|---|---|
| <input checked="" type="checkbox"/> Survey | <input type="checkbox"/> Satisfaction Survey | <input checked="" type="checkbox"/> Interviews |
| <input type="checkbox"/> Rating of skills (e.g., rubrics) | <input type="checkbox"/> Benchmarking | <input type="checkbox"/> Performance or jury |
| <input type="checkbox"/> Analysis of written artifacts | <input type="checkbox"/> Measuring effectiveness relative to professional standards | <input type="checkbox"/> Visual collection (photos, videos, etc.) |
| <input type="checkbox"/> Comprehensive, certification, or professional exam(s) | <input type="checkbox"/> Review of thesis/dissertation/ creative component | <input type="checkbox"/> Review of student research |
| <input type="checkbox"/> Oral presentation | <input type="checkbox"/> Capstone project | <input type="checkbox"/> Other (please specify): |
| <input type="checkbox"/> Course project | <input type="checkbox"/> Internship | Click here to specify. |

Describe the how the assessment method was implemented, administered, and/or conducted.

Using a "graduating seniors" list provided by academic counselors, 10 SC names were randomly selected using www.randomizer.com. Each student was emailed and ask to participate in a senior exit interview; all said yes. Five students were then selected using the randomizer software.

Did your department/program faculty have a goal set for this learning outcome? ☒ Yes ☐ No

The goal was to receive a mean score of at least 4 (out of 5) on each question in the senior exit survey, which would indicate graduating seniors "agree" they understand and have learned a lot about the relevance and need for diversity in mass media and communications. *This was the first year to specify a goal, and the goal was based on 2016 results.*

Provide a summary of the results from the assessment of Learning Outcome 4.

Learning Outcome #5 score: 4.4 out of 5 points. Goal achieved.

What do the results suggest about student achievement of this learning outcome?

Four students agreed they learned basic mass media theoretical concepts in their classes, but they were less confident in this learning outcome as compared to other learning outcomes regarding their knowledge and/or application of theoretical concepts. One student was neutral. However, when asked specifically about theories and concepts used in strategic communications, three students were able to name and explain a few theories.

The School should continue incorporating theoretical concepts of mass communications in its curricula. Each program's faculty should meet once per semester to discuss curriculum in each class and what theories are taught in class.

Timeline for the Assessment

- ☐ Each Semester ☒ Yearly ☐ Every other year

D5) Student Learning Outcome #8: Students will demonstrate an understanding of relevant planning and management methods in mass communication.

Identify opportunities for students to learn this outcome during the 2016-2017 academic year:

The following courses offer curriculum that emphasize the importance of relevant planning and management methods in mass communications, more specifically strategic communications: Persuasive Writing, SC Management & Strategies, Advertising Copywriting, Media & Markets, Advanced PR Writing and SC Campaigns.

How many students were included in the assessment of this outcome?

5

How were students selected to participate in the assessment of this outcome?

Surveys and interviews were conducted with graduating seniors, which measured Learning Outcomes 1, 2, 3, 5 & 8.

The assessment coordinator / associate director conducted five senior exit interviews. First, they were asked to take a survey and rank their skills for learning outcomes. (See Appendix). Next, they were asked to talk about their learning experiences in the major – questions were embedded in the conversation to measure Learning Outcomes (see Appendix).

Assessment Methods

Identify the method(s) used to assess this learning outcome. Check all that apply.

- | | | |
|--|---|---|
| <input checked="" type="checkbox"/> Survey | <input type="checkbox"/> Satisfaction Survey | <input checked="" type="checkbox"/> Interviews |
| <input type="checkbox"/> Rating of skills (e.g., rubrics) | <input type="checkbox"/> Benchmarking | <input type="checkbox"/> Performance or jury |
| <input type="checkbox"/> Analysis of written artifacts | <input type="checkbox"/> Measuring effectiveness relative to professional standards | <input type="checkbox"/> Visual collection (photos, videos, etc.) |
| <input type="checkbox"/> Comprehensive, certification, or professional exam(s) | <input type="checkbox"/> Review of thesis/dissertation/ creative component | <input type="checkbox"/> Review of student research |
| <input type="checkbox"/> Oral presentation | <input type="checkbox"/> Capstone project | <input type="checkbox"/> Other (please specify): |
| <input type="checkbox"/> Course project | <input type="checkbox"/> Internship | Click here to specify. |

Describe the how the assessment method was implemented, administered, and/or conducted.

Using a “graduating seniors” list provided by academic counselors, 10 SC names were randomly selected using www.randomizer.com. Each student was emailed and ask to participate in a senior exit interview; all said yes. Five students were then selected using the randomizer software.

Did your department/program faculty have a goal set for this learning outcome? ☒ Yes ☐ No

The goal was to receive a mean score of at least 4 (out of 5) on each question in the senior exit survey, which would indicate graduating seniors “agree” they understand and have learned a lot about the relevance and need for diversity in mass media and communications. *This was the first year to specify a goal, and the goal was based on 2016 results.*

Provide a summary of the results from the assessment of Learning Outcome 4.

Learning Outcome #8 score: 4.4 out of 5 points. Goal achieved.

What do the results suggest about student achievement of this learning outcome?

The majority of the students discussed the importance of learning about planning and media management. Four students indicated they developed a strong understanding of media planning and management through the Management and Strategies course, the Media Markets course, and the Capstone course, Campaigns; two mentioned the Advanced PR Writing course. The School is doing a good job of presenting and incorporating planning and management concepts and relevant assignments in its curricula.

Timeline for the Assessment

- ☐ Each Semester ☒ Yearly ☐ Every other year

Assessment Method #2: External Review of Graduating Senior Portfolios + Internship Supervisor Evaluations

Learning Outcomes 4, 6 and 7 assessed

D6) Student Learning Outcome #4: Students will demonstrate critical, creative and independent thinking as they relate to individual disciplines in mass communication.

Identify opportunities for students to learn this outcome during the 2016-2017 academic year:

This learning outcome is likely the most important component in all the courses in the degree. Students are challenged in their writing and reporting courses to critically assess information and audiences before presenting in the form of written artifacts. Courses would include:

- MC 2003 - Media Style & Structure
- MC 2023 – Electronic Reporting
- SC 3353 - Persuasive Writing
- SC 3363 – Graphic Design
- SC 3463 – Event Planning
- SC 3953 – Research Methods
- SC 4493 – Advanced PR Writing
- SC 4843 – Campaigns

How many students were included in the assessment of this outcome?

18: Internship assessment (10) and Portfolios assessment (8)

How were students selected to participate in the assessment of this outcome?

1. Students create a digital portfolio with artifacts created throughout the program and submit the portfolio to the instructor as part of their capstone class. At the advanced level, the artifacts available in seniors' portfolios were used to assess the learning outcomes. The links to graduating students' digital portfolios were entered into a spreadsheet. Ten percent of the Spring 2017 portfolio links were selected using the online randomizing tool, www.randomizer.com. Thus, of the 83 student portfolios received, 8 were selected for assessment for a total of 10 percent.

2. Ten student internship evaluation forms were randomly selected (www.randomizer.com), which represented about 20 percent of the internship evaluations.

Assessment Methods

- | | | |
|--|---|--|
| <input type="checkbox"/> Survey
<input checked="" type="checkbox"/> Rating of skills (e.g., rubrics)
<input type="checkbox"/> Analysis of written artifacts
<input type="checkbox"/> Comprehensive, certification, or professional exam(s)
<input type="checkbox"/> Oral presentation
<input type="checkbox"/> Course project | <input type="checkbox"/> Satisfaction Survey
<input type="checkbox"/> Benchmarking
<input checked="" type="checkbox"/> Measuring effectiveness relative to professional standards
<input type="checkbox"/> Review of thesis/dissertation/ creative component
<input checked="" type="checkbox"/> Capstone project
<input checked="" type="checkbox"/> Internship | <input type="checkbox"/> Interviews
<input type="checkbox"/> Performance or jury
<input checked="" type="checkbox"/> Visual collection (photos, videos, etc.)
<input type="checkbox"/> Review of student research
<input type="checkbox"/> Other (please specify):
Click here to specify. |
|--|---|--|

Describe how the assessment method was implemented, administered, and/or conducted.

In the portfolio assessment survey (see Appendix), Learning Outcome #4 is assessed in four categories:

- 1) if the student's work reflected the ability to *analyze complex situations* accurately (Excel Column D)
- 2) if the student was able to *craft innovative solutions* to difficult problems (Excel Column E)
- 3) if the student's work reflected *looking beyond the obvious* (Excel Column F)
- 4) if the student had the ability to effectively *communicate complex ideas* (Excel Column G)

**See Appendix For Excel Sheet / Results*

External reviewers reviewed 8 portfolios and received two links: 1) a link to a student portfolio, and 2) a link to an online survey. Each reviewer was asked to review the student's work and rate the work on a 5-point-scale.

- 1= Poor or no representation of Learning Outcome
- 2= Somewhat poor representation of Learning Outcome
- 3= Average representation of Learning Outcome
- 4= Good representation of Learning Outcome
- 5= Outstanding representation of Learning Outcome

For the Internship Evaluation assessment survey (see Appendix), Learning Outcome #4 was assessed in one category: critical, creative and independent thinking. Internship Supervisors were asked to assess the student's work and rate the work on a 7-point-scale.

- 1 = Not Applicable
- 2 = Understanding Not Demonstrated
- 3 = Demonstrated Only Slightly
- 4 = Demonstrated Occasionally
- 5 = Demonstrated But Needs Work
- 6 = Demonstrated Well
- 7 = Expertly Demonstrated

Did your department/program faculty have a goal set for this learning outcome? ☒ Yes ☐ No

External Reviewer Portfolio Assessment = the goal was to exceed 2016 scores, or better than a 4 out of 5.

Internship assessment = the goal was to exceed 2016 scores, or better than a 4.6 out of 7.

*New for 2017 – one SMSC professor was selected to evaluate portfolios.

Provide a summary of the results from the assessment of Learning Outcome 4.

External Reviewers - Portfolios - the mean score was a 3.66 / 5, which is lower than the 4 / 5 ranking in 2016. The goal was not met.

Internship Assessment - the mean score was 6.7 / 7, which is a significant improvement from last years' score of 4.6. The score indicates students' ability to think critically, creatively and independently. The goal was met.

SMSC Professor - Portfolios – 3.9 / 5

What do the results suggest about student achievement of this learning outcome?

Portfolio score: The mean score for this learning outcome of demonstrating *critical, creative and individual thinking* was 3.66, which is lower than the previous year (4). The score indicates portfolios provided average representation of this learning outcome with room for improvement. Many of the professionals said there was not enough writing samples. Developing more writing assignments across curricula (that meet industry standards and best industry practices) and requiring more writing assignments be placed in the capstone portfolio is imperative. Furthermore, there needs to be more focus on helping students with portfolios in all upper-level classes. Faculty need to review student portfolios in each class to help students produce a professional portfolio. Capstone professors should review portfolios at the beginning and mid-semester to help students produce more professional work.

SMSC changed the way it recruits external reviewers, which may be the cause for lower portfolio scores. In 2017, the Assessment Coordinator asked SMSC alumni who had at least three-to-five years' experience working the communications field to review portfolios. In the past, SMSC used members of its Advisory Board to do the external portfolio reviews. However, many of the board members were no longer practicing professionals in the communications industry, which was cause for concern when they reviewed student work. Industry practices and technology change often and review of student work should reflect best industry practices.

Internship Evaluation score: The mean score of 6.7 indicates students are working and thinking more independently than in past years. Several classes in SMSC's curricula focus on critical thinking and creativity, and the evaluation results indicate the same. Students are prepared to think on their own and to think critically and creatively about audiences' and clients' needs.

Timeline for the Assessment

☐ Each Semester

☒ Yearly

☐ Every other year

D7) Student Learning Outcome #6: Students will demonstrate an understanding of the methods and techniques of research and information gathering.

Identify opportunities for students to learn this outcome during the 2016-2017 academic year:

All students in Strategic Communication are required to take a course in Research Methods. All students are required to use research and data in their capstone project. They also need to have research skills to collect data for writing courses.

How many students were included in the assessment of this outcome?

18: Internship assessment (10) and Portfolios assessment (8)

How were students selected to participate in the assessment of this outcome?

1. Students create a digital portfolio with artifacts created throughout the program and submit the portfolio to the instructor as part of their capstone class. At the advanced level, the artifacts available in seniors' portfolios were used to assess the learning outcomes. The links to graduating students' digital portfolios were entered into a spreadsheet. Ten percent of the Spring 2017 portfolio links were selected using the online randomizing tool, www.randomizer.com. Thus, of the 83 student portfolios received, 8 were selected for assessment for a total of 10 percent.
2. Ten student internship evaluation forms were randomly selected (www.randomizer.com), which represented about 20 percent of the internship evaluations.

Assessment Methods

Identify the method(s) used to assess this learning outcome. Check all that apply.

- | | | |
|--|--|--|
| <input type="checkbox"/> Survey | <input type="checkbox"/> Benchmarking | <input type="checkbox"/> Performance or jury |
| <input checked="" type="checkbox"/> Rating of skills (e.g., rubrics) | <input checked="" type="checkbox"/> Measuring effectiveness relative to professional standards | <input checked="" type="checkbox"/> Visual collection (photos, videos, etc.) |
| <input type="checkbox"/> Analysis of written artifacts | <input type="checkbox"/> Review of thesis/dissertation/ creative component | <input checked="" type="checkbox"/> Review of student research |
| <input type="checkbox"/> Comprehensive, certification, or professional exam(s) | <input type="checkbox"/> Capstone project | <input type="checkbox"/> Other (please specify): |
| <input type="checkbox"/> Oral presentation | <input checked="" type="checkbox"/> Internship | Click here to specify. |
| <input type="checkbox"/> Course project | <input type="checkbox"/> Interviews | |
| <input type="checkbox"/> Satisfaction Survey | | |

Describe the how the assessment method was implemented, administered, and/or conducted.

In the External Reviewers Portfolio assessment, Learning Outcome #6 assessed if the students' work showed evidence for

1. the *ability to gather information* effectively and competently (Excel Column H)
2. *initiative and creativity* in information gathering (Excel Column I)
3. use *multiple methods and sources* for research (Excel Column J)
4. to *effectively communicate* how the information was gathered (Excel Column K)

**See Appendix For Excel Sheet / Results*

External reviewers reviewed 8 portfolios and received two links: 1) a link to a student portfolio, and 2) a link to an online survey. Each reviewer was asked to review the student's work and rate the work on a 5-point-scale.

- 1= Poor or no representation of Learning Outcome
- 2= Somewhat poor representation of Learning Outcome
- 3= Average representation of Learning Outcome
- 4= Good representation of Learning Outcome
- 5= Outstanding representation of Learning Outcome

In the Internship Assessment, supervisors provided an overall assessment of Learning Outcome #6 - *an understanding of the methods and techniques used in research and information gathering*.

Internship Supervisors were asked to assess the student's work and rate the work on a 7-point-scale.

- 1 = Not Applicable
- 2 = Understanding Not Demonstrated
- 3 = Demonstrated Only Slightly
- 4 = Demonstrated Occasionally
- 5 = Demonstrated But Needs Work
- 6 = Demonstrated Well
- 7 = Expertly Demonstrated

Did your department/program faculty have a goal set for this learning outcome? ☒ Yes ☐ No
Yes, to score better than 3.67 / 5 (2016 Portfolio score), and better than 5 / 7 (2016 Internship Score)

Provide a summary of the results from the assessment of Learning Outcome 6.

Internship Assessment Score: The mean score was 6 / 7, which is a significant improvement over 2016. Goal achieved.

Portfolio Assessment Score: The mean score was 3.73, which is slightly higher than the 2016 score of 3.67. Goal achieved

SMSC Professor Portfolio Score: 4/5

What do the results suggest about student achievement of Learning Outcome 6?

The score suggests students are slightly improving on their information gathering skills in internships and in class work, but there is still room for improvement. The faculty should find ways to incorporate more information gathering into class assignments, which will produce more writing samples. More writing samples give reviewers a better understanding of the students' information gathering skills. Faculty should work with outside professionals to make sure best industry practices are learned in college courses.

Timeline for the Assessment

☐ Each Semester ☒ Yearly ☐ Every other year

D8) Student Learning Outcome #7: *Students will demonstrate an understanding of the writing, editing and production techniques of mass communication specialties.*

Identify opportunities for students to learn this outcome during the 2016-2017 academic year:

All students are required to take the core courses in Style and Structure and Electronic Communication, and writing-specific courses in their degree program, in this case Persuasive Writing, Copywriting and Creative Strategy, Graphic Design and Advanced Public Relations Writing. In addition, strategic communications students are expected to demonstrate these skills in their capstone course by researching, developing, planning and writing a strategic communications campaign book.

How many students were included in the assessment of this outcome?

18: Internship assessment (10) and Portfolios assessment (8)

How were students selected to participate in the assessment of this outcome?

1. Students create a digital portfolio with artifacts created throughout the program and submit the portfolio to the instructor as part of their capstone class. At the advanced level, the artifacts available in seniors' portfolios were used to assess the learning outcomes. The links to graduating students' digital portfolios were entered into a spreadsheet. Ten percent of the Spring 2017 portfolio links were selected using the online randomizing tool, www.randomizer.com. Thus, of the 83 student portfolios received, 8 were selected for assessment for a total of 10 percent.

2. Ten student internship evaluation forms were randomly selected (www.randomizer.com), which represented about 20 percent of the internship evaluations.

Assessment Methods

Identify the method(s) used to assess this learning outcome. Check all that apply.

- | | | |
|--|--|--|
| <input type="checkbox"/> Survey | <input type="checkbox"/> Benchmarking | <input type="checkbox"/> Performance or jury |
| <input checked="" type="checkbox"/> Rating of skills (e.g., rubrics) | <input checked="" type="checkbox"/> Measuring effectiveness relative to professional standards | <input checked="" type="checkbox"/> Visual collection (photos, videos, etc.) |
| <input checked="" type="checkbox"/> Analysis of written artifacts | <input type="checkbox"/> Review of thesis/dissertation/ creative component | <input type="checkbox"/> Review of student research |
| <input type="checkbox"/> Comprehensive, certification, or professional exam(s) | <input checked="" type="checkbox"/> Capstone project | <input type="checkbox"/> Other (please specify): |
| <input type="checkbox"/> Oral presentation | <input checked="" type="checkbox"/> Internship | Click here to specify. |
| <input type="checkbox"/> Course project | <input type="checkbox"/> Interviews | |
| <input type="checkbox"/> Satisfaction Survey | | |

Describe the how the assessment method was implemented, administered, and/or conducted.

In the External Reviewers Portfolio assessment, Learning Outcome #7 is assessed in four categories:

- 1) evidence of the ability to write clearly and without errors (*Excel Column L*)
- 2) craft language for interesting and effective communication (*Excel Column M*)
- 3) write across platforms effectively (*Excel Column N*)
- 4) communicate to wide and diverse audiences (*Excel Column O*)

**See Appendix For Excel Sheet / Results*

External reviewers reviewed 8 portfolios and received two links: 1) a link to a student portfolio, and 2) a link to an online survey. Each reviewer was asked to review the student's work and rate the work on a 5-point-scale.

- 1= Poor or no representation of Learning Outcome
- 2= Somewhat poor representation of Learning Outcome
- 3= Average representation of Learning Outcome
- 4= Good representation of Learning Outcome
- 5= Outstanding representation of Learning Outcome

In the Internship Assessment, supervisors provided an overall assessment of Learning Outcome #7 – *student demonstrates an understanding of the writing, editing and production techniques of mass communication specialties*

Internship Supervisors were asked to assess the student's work and rate the work on a 7-point-scale.

- 1 = Not Applicable
- 2 = Understanding Not Demonstrated
- 3 = Demonstrated Only Slightly
- 4 = Demonstrated Occasionally
- 5 = Demonstrated But Needs Work
- 6 = Demonstrated Well
- 7 = Expertly Demonstrated

Did your department/program faculty have a goal set for this learning outcome? ☒ Yes ☐ No
Yes, to score better than in 2016.

Provide a summary of the results from the assessment of Learning Outcome 7.

Internship Assessment Score: The overall mean score was 6.70, which is significantly higher than the 2016 score of 4.5. Goal achieved.

Portfolio Assessment Score: The mean score was 3.65, which is a decline from 2016's score of 4.08. Goal not achieved. More writing samples are key to displaying students' writing skills.

SMSC Professor Portfolio Score: 4.2

What do the results suggest about student achievement of this learning outcome?

Students must add more writing samples to their portfolios, and the writing samples should demonstrate an understanding of how to write effectively across multiple platforms. Faculty need to do more portfolio reviews and must meet with industry leaders to understand best industry practices and what skills are expected by industry professionals when students graduate.

Timeline for the Assessment

☐ Each Semester ☒ Yearly ☐ Every other year

Appendix

Page #	Document
15.	Senior Exit Survey Sample
16.	Senior Interview questions
17.	Portfolio Assessment survey
22.	Portfolio Assessment Results – Excel Sheet
23.	Internship Evaluations by Supervisor

Senior Survey Sample

Name: _____

Circle one answer that reflects your level of achievement:

Learning Outcome 1: **Students will demonstrate an appreciation of the constitutional freedoms, legal issues and ethical principles involved in mass communication.**

Strongly agree - 5

Agree - 4

Neutral - 3

Disagree - 2

Strongly disagree – 1

Learning Outcome 2: **Students will demonstrate an understanding of the relevance of human diversity in mass communication.**

Strongly agree - 5

Agree - 4

Neutral - 3

Disagree - 2

Strongly disagree – 1

Learning Outcome 3: **Students will demonstrate respect for the history and social role of mass communications.**

Strongly agree - 5

Agree - 4

Neutral - 3

Disagree - 2

Strongly disagree – 1

Learning outcome 5: **Students will demonstrate an understanding of the relevant theories and concepts of mass communications.**

Strongly agree - 5

Agree - 4

Neutral - 3

Disagree - 2

Strongly disagree – 1

Learning outcome 8: **Students will demonstrate an understanding of the relevant planning and management methods in mass communication.**

Strongly agree - 5

Agree - 4

Neutral - 3

Disagree - 2

Strongly disagree – 1

Senior Interview Questions

1. Now that you're about to graduate, what stands out most about your education in the past four years?
2. Do you plan to work in your field of study?
3. What subject matter / classes were the most difficult to learn in your major? How did you do in the class?
Do you still remember what you learned?
4. What did you learn that you feel is most beneficial to you? Why?
5. Do you think diversity is important in your field of study? Why?
6. Do you think you learned a lot about the history of our profession?
7. Where do you think you will be in your career in five years?
8. What things would you have liked to learn that you didn't?
9. Would you feel comfortable researching and planning an event or campaign?
10. How do you feel about this accomplishment?

Congratulations! You're an alumnae or alumnus.

Portfolio Assessment Survey

Click to edit survey title

Edit



Learning Outcomes Survey

Portfolio Assessment

The purpose of this survey is to help us assess the quality of our program and students' ability to demonstrate learning outcomes. Please assess each of the learning outcomes based on the artifacts presented in the portfolios assigned to you.

* 1. What is your name?

2. What is name of the student whose portfolio you are analyzing?



Learning Outcomes Survey

Learning Outcome 4

Learning Outcome 4: Demonstrate critical, creative and individual thinking.

Select the level of representation of the above learning outcome in the portfolio based on each of the following questions.

*** 3. The ability to analyze complex situations accurately.**

- ☐ No or poor representation of learning outcome.
- ☐ Somewhat poor representation of learning outcome.
- ☐ Average representation of learning outcome.
- ☐ Good representation of learning outcome.
- ☐ Outstanding representation of learning outcome.

*** 4. The ability to craft innovative solutions to difficult problems.**

- ☐ No or poor representation of learning outcome.
- ☐ Somewhat poor representation of learning outcome.
- ☐ Average representation of learning outcome.
- ☐ Good representation of learning outcome.
- ☐ Outstanding representation of learning outcome.

*** 5. The ability to look beyond what is obvious and understand what lies beneath the surface.**

- ☐ No or poor representation of learning outcome.
- ☐ Somewhat poor representation of learning outcome.
- ☐ Average representation of learning outcome.
- ☐ Good representation of learning outcome.
- ☐ Outstanding representation of learning outcome.

*** 6. The ability to effectively communicate complex ideas and make them understandable.**

- ☐ No or poor representation of learning outcome.
- ☐ Somewhat poor representation of learning outcome.
- ☐ Average representation of learning outcome.
- ☐ Good representation of learning outcome.
- ☐ Outstanding representation of learning outcome.



Learning Outcomes Survey

Learning Outcome 6

Learning Outcome 6: Demonstrate an understanding of the methods and techniques of research and information gathering.

Select the level of representation of the above learning outcome in the portfolio based on each of the following questions.

*** 7. Evidence of the ability to gather information effectively and completely.**

- ☐ No or poor representation of learning outcome.
- ☐ Somewhat poor representation of learning outcome.
- ☐ Average representation of learning outcome.
- ☐ Good representation of learning outcome.
- ☐ Outstanding representation of learning outcome.

*** 8. Evidence of initiative and creativity in information gathering.**

- ☐ No or poor representation of learning outcome.
- ☐ Somewhat poor representation of learning outcome.
- ☐ Average representation of learning outcome.
- ☐ Good representation of learning outcome.
- ☐ Outstanding representation of learning outcome.

*** 9. The ability to use multiple methods and sources to research information.**

- ☐ No or poor representation of learning outcome.
- ☐ Somewhat poor representation of learning outcome.
- ☐ Average representation of learning outcome.
- ☐ Good representation of learning outcome.
- ☐ Outstanding representation of learning outcome.

*** 10. The ability to effectively communicate how information was gathered.**

- ☐ No or poor representation of learning outcome.
- ☐ Somewhat poor representation of learning outcome.
- ☐ Average representation of learning outcome.
- ☐ Good representation of learning outcome.
- ☐ Outstanding representation of learning outcome.



Learning Outcomes Survey

Thank you

We appreciate you sharing your time and expertise.

External Reviewer Results for SC Portfolios

[illegible][illegible]

Internship Supervisor Survey

To what extent does the intern demonstrate the following characteristics?	Not applicable	Not demonstrated	Demonstrated only slightly	Demonstrated occasionally	Demonstrated but needs work	Demonstrated well	Expertly demonstrated
	1	2	3	4	5	6	7
1. An understanding of the relevant constitutional freedoms, legal issues and ethical principles in mass communications.							
2. An understanding of the relevance of human diversity in mass communications.							
3. An understanding of the history and social role of mass communications.							
4. Critical, creative and individual thinking.							
5. An understanding of the relevant theories and concepts of mass communications.							
6. An understanding of the methods and techniques of research and information gathering.							
7. Appropriate writing, editing and production techniques in mass communications.							
8. An understanding of relevant planning and management methods in mass communications.							

2016 - 2017
Annual Assessment Report

Bachelor of Arts
Sports Media



School of Media & Strategic Communication
Sports Media – Bachelor of Arts
Assessment Report Form 2016-2017

Date of Report: 8/30/2017

Name of Person Submitting Report: Gina J. Noble, Associate Director of Undergraduate Studies, School of Media & Strategic Communications

A. Program Information:

Assessment Coordinator's Name: Gina Noble

Assessment Coordinator's Email Address: gina.noble@okstate.edu

Number of students enrolled in the program 2016-2017: 150

Number of students graduated in 2016-2017: 35

B. Program Mission Statement

To educate the future leaders in mass communication from Oklahoma, its neighboring states, the nation and the world to be responsible and effective communicators who facilitate and promote participation in a democratic society through excellence in practice, ethical behavior, a critical stance, and embracing change through lifelong learning. Oklahoma State University School of Media & Strategic Communications will do this by promoting:

- ☐ Critical thinking
- ☐ Creativity
- ☐ Global awareness
- ☐ Appreciation for the liberal arts
- ☐ Adaptability
- ☐ Problem solving skills
- ☐ Diversity
- ☐ Leadership
- ☐ Community involvement

C. University Assessment Funds

Were university assessment funds used by the department/program for assessment activities? ☒ Yes ☐ No

Funds were used to pay SMSC alumni to assess student digital portfolios. SMSC selected and paid alumni who had been working professionally at least three-to-five years (or more) in media, sports media and strategic communications (representative of SMSC's three programs). Funds were also used to pay one SMSC professor to assess the same portfolios. The funds helped legitimize the importance of SMSC's assessment research to participating alumni because they took their jobs seriously and gave in-depth answers to help us better understand our students' strengths and weaknesses, which helps faculty improve curricula. One-hundred percent of the selected participants completed the survey.

D. Student Learning Outcomes

NOTE...We have two degrees in sports media: a Bachelor of Science and a Bachelor of Arts. The only difference between the two is a foreign-language requirement in the Bachelor of Arts.

NOTE...The following student learning outcomes are the same for each of the six degrees in the School of Media & Strategic Communication because of accreditation requirements set by our accrediting council – the Accrediting Council on Education in Journalism and Mass Communication <http://www.acejmc.org/policies-process/nine-standards/>

The following student learning outcomes were assessed:

Learning outcome 1.

Students will demonstrate an appreciation of the constitutional freedoms, legal issues and ethical principles involved in mass communication.

Learning outcome 2.

Students will demonstrate an understanding of the relevance of human diversity in mass communications.

Learning outcome 3.

Students will demonstrate respect for the history and social role of mass communications.

Learning outcome 4.

Students will demonstrate critical, creative and independent thinking as they relate to individual disciplines in mass communication.

Learning outcome 5.

Students will demonstrate an understanding of the relevant theories and concepts of mass communication.

Learning outcome 6.

Students will demonstrate an understanding of the methods and techniques of research and information gathering.

Learning outcome 7.

Students will demonstrate an understanding of the writing, editing and production techniques of mass communication specialties.

Learning outcome 8.

Students will demonstrate an understanding of relevant planning and management methods in mass communication.

Assessment Method #1 – Graduating Senior Survey and Exit Interviews

Learning Outcomes 1, 2, 3, 5, 8

D1) Student Learning Outcome #1: *Students will demonstrate an appreciation of the constitutional freedoms, legal issues and ethical principles involved in mass communication.*

Identify opportunities for students to learn this outcome during the 2016-2017 academic year:

All students are required to take the core courses in Mass Communication Law and Media Ethics.

How many students were included in the assessment of this outcome?

5

How were students selected to participate in the assessment of this outcome?

Using a “graduating seniors” list provided by academic counselors, 10 SPM names were randomly selected using www.randomizer.com. Each student was emailed and asked to participate in a senior exit interview; all said yes. Five students were then selected using the randomizer software.

Assessment Methods

Identify the method(s) used to assess this learning outcome. Check all that apply.

- | | | |
|--|---|---|
| <input checked="" type="checkbox"/> Survey | <input type="checkbox"/> Satisfaction Survey | <input checked="" type="checkbox"/> Interviews |
| <input type="checkbox"/> Rating of skills (e.g., rubrics) | <input type="checkbox"/> Benchmarking | <input type="checkbox"/> Performance or jury |
| <input type="checkbox"/> Analysis of written artifacts | <input type="checkbox"/> Measuring effectiveness relative to professional standards | <input type="checkbox"/> Visual collection (photos, videos, etc.) |
| <input type="checkbox"/> Comprehensive, certification, or professional exam(s) | <input type="checkbox"/> Review of thesis/dissertation/ creative component | <input type="checkbox"/> Review of student research |
| <input type="checkbox"/> Oral presentation | <input type="checkbox"/> Capstone project | <input type="checkbox"/> Other (please specify): |
| <input type="checkbox"/> Course project | <input type="checkbox"/> Internship | |

Describe the how the assessment method was implemented, administered, and/or conducted.

Surveys and interviews were conducted with graduating seniors, which measured Learning Outcomes 1, 2, 3, 5 & 8.

The assessment coordinator / associate director conducted five MMJ senior exit interviews.

First, they were asked to take a survey for Learning Outcomes (See appendix).

Next, they were asked to talk about their learning experiences in the major – questions were embedded in the conversation to measure Learning Outcomes (see appendix).

Did your department/program faculty have a goal set for this learning outcome? ☒ Yes ☐ No

The goal was to receive a mean score of at least 4 (out of 5) on each question on the senior exit survey, which would indicate that graduating seniors “agree” they understand and have an appreciation for the constitutional freedoms, legal issues and ethical considerations involved in mass communication. *This was the first year to specify a goal, and the goal was based on 2016 results.*

Provide a summary of the results from the assessment of Learning Outcome 1.

Learning Outcome #1 score: 4.4 out of 5 points. Goal achieved.

The scale ratings included:

5 – strongly agree 4 – agree 3 – neutral 2 – disagree 1 – strongly disagree

What do the results suggest about student achievement of this learning outcome?

Results indicate students were satisfied with their knowledge of constitutional freedoms, legal issues and ethical principles in mass communication. Three students “strongly agreed” and two students “agreed” they had a good understanding of the First Amendment. One student said there should be more emphasis regarding ethics and law in other classes. During the interview, one student said he learned more in the Law class than in any other class, and all students recalled hearing about law and ethics in multiple classes. Three students said they were not comfortable discussing ethical principles and would not feel comfortable discussing ethical principles with professionals in the field.

The School should continue to discuss constitutional freedoms and ethical considerations across its curriculum.

D2) Student Learning Outcome #2: Students will demonstrate an understanding of the relevance of human diversity in mass communications.

Identify opportunities for students to learn this outcome during the 2016-2017 academic year:

All students are required to take the core course Media in a Diverse Society, which places considerable emphasis on the relevance of diversity in mass communications and the media. Also, the relevance of diversity is also covered in all of the Sports Media curriculum, including but not limited to Sports in the Media and Contemporary Sports Media.

How many students were included in the assessment of this outcome?

5

How were students selected to participate in the assessment of this outcome?

Using a “graduating seniors” list provided by academic counselors, 10 SPM names were randomly selected using www.randomizer.com. Each student was emailed and ask to participate in a senior exit interview; all said yes. Five students were then selected using the randomizer software.

Assessment Methods

Identify the method(s) used to assess this learning outcome. Check all that apply.

- | | | |
|--|---|---|
| <input checked="" type="checkbox"/> Survey | <input type="checkbox"/> Satisfaction Survey | <input checked="" type="checkbox"/> Interviews |
| <input type="checkbox"/> Rating of skills (e.g., rubrics) | <input type="checkbox"/> Benchmarking | <input type="checkbox"/> Performance or jury |
| <input type="checkbox"/> Analysis of written artifacts | <input type="checkbox"/> Measuring effectiveness relative to professional standards | <input type="checkbox"/> Visual collection (photos, videos, etc.) |
| <input type="checkbox"/> Comprehensive, certification, or professional exam(s) | <input type="checkbox"/> Review of thesis/dissertation/ creative component | <input type="checkbox"/> Review of student research |
| <input type="checkbox"/> Oral presentation | <input type="checkbox"/> Capstone project | <input type="checkbox"/> Other (please specify): |
| <input type="checkbox"/> Course project | <input type="checkbox"/> Internship | Click here to specify. |

Describe the how the assessment method was implemented, administered, and/or conducted.

Surveys and interviews were conducted with graduating seniors, which measured Learning Outcomes 1, 2, 3, 5 & 8.

The assessment coordinator / associate director conducted six senior exit interviews.

First, they were asked to take a survey and rank their skills for learning outcomes. (See Appendix).

Next, they were asked to talk about their learning experiences in the major – questions were embedded in the conversation to measure Learning Outcomes (see Appendix).

Did your department/program faculty have a goal set for this learning outcome? ☒ Yes ☐ No

The goal was to receive a mean score of at least 4 (out of 5) on each question in the senior exit survey, which would indicate graduating seniors “agree” they understand and have learned a lot about the relevance and need for diversity in mass media and communications. *This was the first year to specify a goal, and the goal was based on 2016 results.*

Provide a summary of the results from the assessment of Learning Outcome 2.

Learning Outcome #2 score: 4.6 out of 5 points. Goal achieved.

The scale ratings included:

5 – strongly agree 4 – agree 3 – neutral 2 – disagree 1 – strongly disagree

What do the results suggest about student achievement of this learning outcome?

Students' survey scores were 4.6/5, which indicates students strongly agreed and were satisfied in their learning and understanding of diversity issues in mass communications. Three students "strongly agreed" and two students "agreed" they had a good understanding of diversity issues.

During the interview, all students agreed they felt confident in their understanding of diversity issues and all agreed they had discussed diversity in several classes in their major.

The School should continue to discuss diversity across its curriculum.

Timeline for the Assessment

☐ Each Semester

☒ Yearly

☐ Every other year

D3) Student Learning Outcome #3: *Students will demonstrate respect for the history and social role of mass communications.*

Identify opportunities for students to learn this outcome during the 2016-2017 academic year:

All students are required to take the following core courses: Media in a Diverse Society, Mass Communication Law and Media Ethics. All of the courses include curricula on the history and social role of mass communications. In addition, Sports Media students are exposed to the history of sports media in the Sports in the Media course. Finally, an elective course in History of Mass Communications is consistently offered to students.

How many students were included in the assessment of this outcome?

5

How were students selected to participate in the assessment of this outcome?

Surveys and interviews were conducted with graduating seniors, which measured Learning Outcomes 1, 2, 3, 5 & 8.

The assessment coordinator / associate director conducted five MMJ senior exit interviews.

First, they were asked to take a survey and rank their skills for learning outcomes. (See appendix).

Next, they were asked to talk about their learning experiences in the major – questions were embedded in the conversation to measure Learning Outcomes (see appendix).

Assessment Methods

Identify the method(s) used to assess this learning outcome. Check all that apply.

☒ Survey

☐ Rating of skills (e.g., rubrics)

☐ Analysis of written artifacts

☐ Comprehensive, certification, or professional exam(s)

☐ Oral presentation

☐ Course project

☐ Satisfaction Survey

☐ Benchmarking

☐ Measuring effectiveness relative to professional standards

☐ Review of thesis/dissertation/ creative component

☐ Capstone project

☐ Internship

☒ Interviews

☐ Performance or jury

☐ Visual collection (photos, videos, etc.)

☐ Review of student research

☐ Other (please specify):

Click here to specify.

Describe the how the assessment method was implemented, administered, and/or conducted.

Using a "graduating seniors" list provided by academic counselors, 10 MMJ names were randomly selected using www.randomizer.com. Each student was emailed and ask to participate in a senior exit interview; all said yes. Five students were then selected using the randomizer software.

Did your department/program faculty have a goal set for this learning outcome? ☒ Yes ☐ No

The goal was to receive a mean score of at least 4 (out of 5) on each question in the senior exit survey, which would indicate graduating seniors "agree" they understand and have learned a lot about the relevance and need for diversity in mass media and communications. *This was the first year to specify a goal, and the goal was based on 2016 results.*

Provide a summary of the results from the assessment of Learning Outcome 3.

Learning Outcome #3 score: 4.6 out of 5 points. Goal achieved.

What do the results suggest about student achievement of this learning outcome?

Students' survey scores were 4.6/5, which indicates students strongly agreed and were satisfied in their learning and understanding of the history and societal role of mass communications. Three students "strongly agreed" and two students "agreed" they had a good understanding of the history and societal role of mass communications.

The School is doing a good job of presenting and incorporating the history and societal role of mass communications in its curricula and should continue on this path.

Timeline for the Assessment

☐ Each Semester ☒ Yearly ☐ Every other year

D4) Student Learning Outcome #5: *Students will demonstrate an understanding of the relevant theories and concepts of mass communication.*

Identify opportunities for students to learn this outcome during the 2016-2017 academic year:

All students are required to take the following core courses: Media in a Diverse Society, Electronic Communications, Mass Communication Law and Media Ethics. All of the courses include material on the relevant theories and concepts of mass communications. In addition, Sports Media students are exposed to and asked to apply to the relevant theories and concepts of Sports Media through most of the courses in SPM, including the capstone course.

How many students were included in the assessment of this outcome?

5

How were students selected to participate in the assessment of this outcome?

Surveys and interviews were conducted with graduating seniors, which measured Learning Outcomes 1, 2, 3, 5 & 8.

The assessment coordinator / associate director conducted five senior exit interviews.

First, they were asked to take a survey and rank their skills for learning outcomes. (See appendix).

Next, they were asked to talk about their learning experiences in the major – questions were embedded in the conversation to measure Learning Outcomes (See appendix).

Assessment Methods

Identify the method(s) used to assess this learning outcome. Check all that apply.

- | | | |
|--|--|---|
| <input checked="" type="checkbox"/> Survey | <input type="checkbox"/> Oral presentation | <input type="checkbox"/> Measuring effectiveness relative to professional standards |
| <input type="checkbox"/> Rating of skills (e.g., rubrics) | <input type="checkbox"/> Course project | <input type="checkbox"/> Review of thesis/dissertation/ creative component |
| <input type="checkbox"/> Analysis of written artifacts | <input type="checkbox"/> Satisfaction Survey | <input type="checkbox"/> Capstone project |
| <input type="checkbox"/> Comprehensive, certification, or professional exam(s) | <input type="checkbox"/> Benchmarking | |

- ☐ Internship
☒ Interviews
☐ Performance or jury

- ☐ Visual collection (photos, videos, etc.)
☐ Review of student research
☐ Other (please specify):

Click here to specify.

Describe the how the assessment method was implemented, administered, and/or conducted.

Using a "graduating seniors" list provided by academic counselors, 10 MMJ names were randomly selected using www.randomizer.com. Each student was emailed and ask to participate in a senior exit interview; all said yes. Five students were then selected using the randomizer.

Did your department/program faculty have a goal set for this learning outcome? ☒ Yes ☐ No

The goal was to receive a mean score of at least 4 (out of 5) on each question in the senior exit survey, which would indicate graduating seniors "agree" they understand and have learned a lot about the relevance and need for diversity in mass media and communications. *This was the first year to specify a goal, and the goal was based on 2016 results.*

Provide a summary of the results from the assessment of Learning Outcome 5.

Learning Outcome #5 score: 4.4 out of 5 points. Goal achieved.

What do the results suggest about student achievement of this learning outcome?

The students agreed they learned basic mass media theoretical concepts in their classes, but two students said they don't recall discussing theories during any sports classes. Three said they were much less confident in this learning outcome as compared to other learning outcomes regarding their knowledge and/or application of theoretical concepts. One said more emphasis should be placed on theories in sports media.

The School should continue incorporating theoretical concepts of mass communications in its curricula. Each program's faculty (Sports Media, Strategic Communications and Multimedia Journalism) should meet once per semester to discuss curriculum in each class and what theories are taught in class.

Timeline for the Assessment

- ☐ Each Semester ☒ Yearly ☐ Every other year

D5) Student Learning Outcome #8: Students will demonstrate an understanding of relevant planning and management methods in mass communication.

Identify opportunities for students to learn this outcome during the 2016-2017 academic year:

The following courses offer curriculum that emphasize the importance of relevant planning and management methods in mass communications, more specifically Sports Media: Sports PR, Contemporary Sports media, Sports Writing, Data Journalism and all of the production courses.

How many students were included in the assessment of this outcome?

5

How were students selected to participate in the assessment of this outcome?

Surveys and interviews were conducted with graduating seniors, which measured Learning Outcomes 1, 2, 3, 5 & 8. The assessment coordinator / associate director conducted five senior exit interviews.

First, they were asked to take a survey and rank their skills for learning outcomes. (See appendix).

Next, they were asked to talk about their learning experiences in the major – questions were embedded in the conversation to measure Learning Outcomes (See appendix).

Assessment Methods

Identify the method(s) used to assess this learning outcome. Check all that apply.

- | | | |
|--|---|---|
| <input checked="" type="checkbox"/> Survey | <input type="checkbox"/> Satisfaction Survey | <input checked="" type="checkbox"/> Interviews |
| <input type="checkbox"/> Rating of skills (e.g., rubrics) | <input type="checkbox"/> Benchmarking | <input type="checkbox"/> Performance or jury |
| <input type="checkbox"/> Analysis of written artifacts | <input type="checkbox"/> Measuring effectiveness relative to professional standards | <input type="checkbox"/> Visual collection (photos, videos, etc.) |
| <input type="checkbox"/> Comprehensive, certification, or professional exam(s) | <input type="checkbox"/> Review of thesis/dissertation/ creative component | <input type="checkbox"/> Review of student research |
| <input type="checkbox"/> Oral presentation | <input type="checkbox"/> Capstone project | <input type="checkbox"/> Other (please specify): |
| <input type="checkbox"/> Course project | <input type="checkbox"/> Internship | Click here to specify. |

Describe the how the assessment method was implemented, administered, and/or conducted.

Using a "graduating seniors" list provided by academic counselors, 10 MMJ names were randomly selected using www.randomizer.com. Each student was emailed and ask to participate in a senior exit interview; all said yes. Five students were then selected using the randomizer software

Did your department/program faculty have a goal set for this learning outcome? ☒ Yes ☐ No

The goal was to receive a mean score of at least 4 (out of 5) on each question in the senior exit survey.

Provide a summary of the results from the assessment of Learning Outcome 8.

Learning Outcome #8 score: 4.4 out of 5 points. Goal achieved.

What do the results suggest about student achievement of this learning outcome?

Two of the students interviewed indicated they were much better at planning and understood more about management methods than when they started the major, but both students said there could be more management classes to help those who want to manage media. One students said planning wasn't highlighted in most of the classes.

Timeline for the Assessment

- ☐ Each Semester ☒ Yearly ☐ Every other year

Assessment Method #2: External Review of Graduating Senior Portfolios + Internship Supervisor Evaluations

Learning Outcomes 4, 6 and 7 assessed

D6) Student Learning Outcome #4: Students will demonstrate critical, creative and independent thinking as they relate to individual disciplines in mass communication.

Identify opportunities for students to learn this outcome during the 2016-2017 academic year:

This learning outcome is likely the most important component in all the courses in the degree. Students are challenged in their writing, reporting and production courses to critically assess information before presenting in the form of written or electronic artifacts.

How many students were included in the assessment of this outcome?

10: Internship assessment (5) and Portfolio assessment (5)

How were students selected to participate in the assessment of this outcome?

1. Students create a digital portfolio with artifacts created throughout the program and submit the portfolio to the instructor as part of their capstone class. At the advanced level, the artifacts available in seniors' portfolios were used to assess the learning outcomes. The links to graduating students' digital portfolios were entered into a spreadsheet. 29 student portfolios were received in Spring 2017. Portfolio links were selected using the online randomizing tool, www.randomizer.com. Of the 29 student portfolios received, 5 were selected for assessment, or 17 percent.
2. Five student internship evaluation forms were randomly selected from a total of 19 sport media internship evaluations (www.randomizer.com), which represented 26 percent of the internship evaluations.

Assessment Methods

- | | | |
|--|--|--|
| <input type="checkbox"/> Survey | <input type="checkbox"/> Satisfaction Survey | <input type="checkbox"/> Interviews |
| <input checked="" type="checkbox"/> Rating of skills (e.g., rubrics) | <input type="checkbox"/> Benchmarking | <input type="checkbox"/> Performance or jury |
| <input type="checkbox"/> Analysis of written artifacts | <input checked="" type="checkbox"/> Measuring effectiveness relative to professional standards | <input checked="" type="checkbox"/> Visual collection (photos, videos, etc.) |
| <input type="checkbox"/> Comprehensive, certification, or professional exam(s) | <input type="checkbox"/> Review of thesis/dissertation/ creative component | <input type="checkbox"/> Review of student research |
| <input type="checkbox"/> Oral presentation | <input checked="" type="checkbox"/> Capstone project | <input type="checkbox"/> Other (please specify): |
| <input type="checkbox"/> Course project | <input checked="" type="checkbox"/> Internship | Click here to specify. |

Describe how the assessment method was implemented, administered, and/or conducted.

In the portfolio assessment survey (see Appendix), Learning Outcome #4 is assessed in four categories:

- 1) if the student's work reflected the ability to *analyze complex situations* accurately (Excel Column D)
- 2) if the student was able to *craft innovative solutions* to difficult problems (Excel Column E)
- 3) if the student's work reflected *looking beyond the obvious* (Excel Column F)
- 4) if the student had the ability to effectively *communicate complex ideas* (Excel Column G)

**See Appendix For Excel Sheet / Results*

External reviewers reviewed 8 portfolios and received two links: 1) a link to a student portfolio, and 2) a link to an online survey. Each reviewer was asked to review the student's work and rate the work on a 5-point-scale.

- | | |
|----|--|
| 1= | Poor or no representation of Learning Outcome |
| 2= | Somewhat poor representation of Learning Outcome |
| 3= | Average representation of Learning Outcome |
| 4= | Good representation of Learning Outcome |
| 5= | Outstanding representation of Learning Outcome |

For the Internship Evaluation assessment survey (see Appendix), Learning Outcome #4 was assessed in one category: critical, creative and independent thinking. Internship Supervisors were asked to assess the student's work and rate the work on a 7-point-scale.

- | | |
|-----|--------------------------------|
| 1 = | Not Applicable |
| 2 = | Understanding Not Demonstrated |
| 3 = | Demonstrated Only Slightly |
| 4 = | Demonstrated Occasionally |
| 5 = | Demonstrated But Needs Work |
| 6 = | Demonstrated Well |
| 7 = | Expertly Demonstrated |

Did your department/program faculty have a goal set for this learning outcome? ☒ Yes ☐ No

External Reviewer Portfolio Assessment = the goal was to exceed 2016 scores, or better than a 4.25 out of 5.

Internship assessment = the goal was to exceed 2016 scores, or better than a 4.8 out of 7.

*New for 2017 – one SMSC professor was selected to evaluate portfolios.

Provide a summary of the results from the assessment of Learning Outcome 4.

External Reviewers for Portfolios - the mean score was a 3.5 / 5, which is lower than the 4.25 / 5 score in 2016. The goal was not met.

SMSC Professor / Portfolios: 3.75

Internship Assessment - the mean score was 5.8 / 7, which is a significant improvement from last years' score of 4.8. The goal was met.

What do the results suggest about student achievement of this learning outcome?

Portfolio score: The score indicates portfolios provided average representation of this learning outcome with room for improvement. Reviewers said there was not enough writing samples. Developing more writing assignments across curricula (that meet industry standards and best industry practices) and requiring more writing assignments be placed in the capstone portfolio is imperative. Furthermore, there needs to be more focus on helping students with portfolios in all upper-level classes. Faculty need to review student portfolios in each class to help students produce a professional portfolio. Capstone professors should review portfolios at the beginning and mid-semester to help students produce more professional work.

SMSC changed the way it recruits external reviewers, which may be the cause for lower portfolio scores. In 2017, the Assessment Coordinator asked SMSC alumni who had at least three-to-five years' experience working the communications field to review portfolios. In the past, SMSC used members of its Advisory Board to do the external portfolio reviews. However, many of the board members were no longer practicing professionals in the communications industry, which was cause for concern when they reviewed student work. Industry practices and technology change often and review of student work should reflect best industry practices.

Internship Evaluation score: The mean score indicates students are working and thinking more independently than in past years. Several classes in SMSC's curricula focus on critical thinking and creativity, and the evaluation results indicate the same. Students are prepared to think on their own to solve problems associated with MMJ, such as gathering information, finding sources, conducting interviews, writing, etc.

Timeline for the Assessment

☐ Each Semester

☒ Yearly

☐ Every other year

D7) Student Learning Outcome #6: *Students will demonstrate an understanding of the methods and techniques of research and information gathering.*

Identify opportunities for students to learn this outcome during the 2016-2017 academic year:

All students in Sports Media are incorporate information gathering and sports data analysis in their writing courses. All students are required to use data in their capstone project.

How many students were included in the assessment of this outcome?

10: Internship assessment (5) and Portfolio assessment (5)

How were students selected to participate in the assessment of this outcome?

1. Students create a digital portfolio with artifacts created throughout the program and submit the portfolio to the instructor as part of their capstone class. At the advanced level, the artifacts available in seniors' portfolios were used to assess the learning outcomes. The links to graduating students' digital portfolios were entered into a spreadsheet. 29 student portfolios were received in Spring 2017. Portfolio links were selected using the online randomizing tool, www.randomizer.com. Of the 29 student portfolios received, 5 were selected for assessment, or 17 percent.

2. Five student internship evaluation forms were randomly selected from a total of 19 sport media internship evaluations (www.randomizer.com), which represented 26 percent of the internship evaluations.

Assessment Methods

Identify the method(s) used to assess this learning outcome. Check all that apply.

- | | | |
|--|--|--|
| <input type="checkbox"/> Survey | <input type="checkbox"/> Benchmarking | <input type="checkbox"/> Performance or jury |
| <input checked="" type="checkbox"/> Rating of skills (e.g., rubrics) | <input checked="" type="checkbox"/> Measuring effectiveness relative to professional standards | <input checked="" type="checkbox"/> Visual collection (photos, videos, etc.) |
| <input type="checkbox"/> Analysis of written artifacts | <input type="checkbox"/> Review of thesis/dissertation/ creative component | <input checked="" type="checkbox"/> Review of student research |
| <input type="checkbox"/> Comprehensive, certification, or professional exam(s) | <input type="checkbox"/> Capstone project | <input type="checkbox"/> Other (please specify):
Click here to specify. |
| <input type="checkbox"/> Oral presentation | <input checked="" type="checkbox"/> Internship | |
| <input type="checkbox"/> Course project | <input type="checkbox"/> Interviews | |
| <input type="checkbox"/> Satisfaction Survey | | |

Describe the how the assessment method was implemented, administered, and/or conducted.

In the External Reviewers Portfolio assessment, Learning Outcome #6 assessed if the students' work showed evidence for

1. the *ability to gather information* effectively and competently (Excel Column H)
2. *initiative and creativity* in information gathering (Excel Column I)
3. use *multiple methods and sources* for research (Excel Column J)
4. to *effectively communicate* how the information was gathered (Excel Column K)

**See Appendix For Excel Sheet / Results*

External reviewers reviewed 8 portfolios and received two links: 1) a link to a student portfolio, and 2) a link to an online survey. Each reviewer was asked to review the student's work and rate the work on a 5-point-scale.

- 1= Poor or no representation of Learning Outcome
- 2= Somewhat poor representation of Learning Outcome
- 3= Average representation of Learning Outcome
- 4= Good representation of Learning Outcome
- 5= Outstanding representation of Learning Outcome

In the Internship Assessment, supervisors provided an overall assessment of Learning Outcome #6 - *an understanding of the methods and techniques used in research and information gathering*. Internship Supervisors were asked to assess the student's work and rate the work on a 7-point-scale.

1. Not Applicable 2
2. Understanding Not Demonstrated
3. Demonstrated Only Slightly
4. Demonstrated Occasionally
5. Demonstrated But Needs Work
6. Demonstrated Well
7. Expertly Demonstrated

Did your department/program faculty have a goal set for this learning outcome? ☒ Yes ☐ No

Yes, to score better than 4.4 / 5 (2016 Portfolio score), and better than 4.5 / 7 (2016 Internship Score)

*New for 2017 – one SMSC professor was selected to evaluate portfolios.

Provide a summary of the results from the assessment of Learning Outcome 6.

Internship Assessment Score: The mean score was 5.4/ 7, which is a significant improvement over 2016. Goal achieved.

Portfolio Assessment Score: The mean score was 3.77, which is lower than the 2016 score of 4.4 Goal not achieved.

SMSC Professor – Portfolios: 3.9

What do the results suggest about student achievement of Learning Outcome 6?

The score suggests students are slightly improving on their information gathering skills in internships and in class work, but there is still room for improvement. The portfolio score may be lower because of the switch in external reviewers from Advisory Board members to professionals working in the field. The faculty should find ways to incorporate more information gathering into class assignments, which will produce more writing samples. More writing samples give reviewers a better understanding of the students' information gathering skills. Faculty should work with outside professionals to make sure best industry practices are learned in college courses.

Timeline for the Assessment

☐ Each Semester

☒ Yearly

☐ Every other year

D8) Student Learning Outcome #7: *Students will demonstrate an understanding of the writing, editing and production techniques of mass communication specialties.*

Identify opportunities for students to learn this outcome during the 2016-2017 academic year:

All students are required to take the core courses in Style and Structure and Electronic Communication, and writing-specific courses in their degree program. Sports Strategic Communication majors include: Persuasive Writing and Sports PR. Sports Journalism majors include: Reporting, Electronic Sports Reporting, Editing, Data Journalism and Sports Writing. Sports production majors include: Reporting, Electronic Sports Reporting, and editing in production courses. In addition, Sports Media students are expected to show these skills in their capstone course.

How many students were included in the assessment of this outcome?

10: Internship assessment (5) and Portfolio assessment (5)

How were students selected to participate in the assessment of this outcome?

1. Students create a digital portfolio with artifacts created throughout the program and submit the portfolio to the instructor as part of their capstone class. At the advanced level, the artifacts available in seniors' portfolios were used to assess the learning outcomes. The links to graduating students' digital portfolios were entered into a spreadsheet. 29 student portfolios were received in Spring 2017. Portfolio links were selected using the online randomizing tool, www.randomizer.com. Of the 29 student portfolios received, 5 were selected for assessment, or 17 percent.

2. Five student internship evaluation forms were randomly selected from a total of 19 sport media internship evaluations (www.randomizer.com), which represented 26 percent of the internship evaluations.

Assessment Methods

Identify the method(s) used to assess this learning outcome. Check all that apply.

☐ Survey

☒ Rating of skills (e.g., rubrics)

☒ Analysis of written artifacts

☐ Comprehensive, certification, or professional exam(s)

☐ Oral presentation

☐ Course project

☐ Satisfaction Survey

☐ Benchmarking

☒ Measuring effectiveness relative to professional standards

☐ Review of thesis/dissertation/ creative component

☒ Capstone project

☒ Internship

☐ Interviews

☐ Performance or jury

☒ Visual collection (photos, videos, etc.)

☐ Review of student research

☐ Other (please specify):

Click here to specify.

Describe the how the assessment method was implemented, administered, and/or conducted.

In the External Reviewers Portfolio assessment, Learning Outcome #7 is assessed in four categories:

- 1) evidence of the ability to write clearly and without errors (*Excel Column L*)
- 2) craft language for interesting and effective communication (*Excel Column M*)
- 3) write across platforms effectively (*Excel Column N*)
- 4) communicate to wide and diverse audiences (*Excel Column O*)

**See Appendix For Excel Sheet / Results*

External reviewers reviewed 8 portfolios and received two links: 1) a link to a student portfolio, and 2) a link to an online survey. Each reviewer was asked to review the student's work and rate the work on a 5-point-scale.

- 1= Poor or no representation of Learning Outcome
- 2= Somewhat poor representation of Learning Outcome
- 3= Average representation of Learning Outcome
- 4= Good representation of Learning Outcome
- 5= Outstanding representation of Learning Outcome

In the Internship Assessment, supervisors provided an overall assessment of Learning Outcome #7 – *student demonstrates an understanding of the writing, editing and production techniques of mass communication specialties*

Internship Supervisors were asked to assess the student's work and rate the work on a 7-point-scale.

- 1 = Not Applicable
- 2 = Understanding Not Demonstrated
- 3 = Demonstrated Only Slightly
- 4 = Demonstrated Occasionally
- 5 = Demonstrated But Needs Work
- 6 = Demonstrated Well
- 7 = Expertly Demonstrated

Did your department/program faculty have a goal set for this learning outcome? ☒ Yes ☐ No

Yes, to score better than in 2016 – Internship Evaluations (5.2/7) / Portfolios (4.2/5)

**New for 2017 – one SMSC professor was selected to evaluate portfolios.*

Provide a summary of the results from the assessment of Learning Outcome 7.

Internship Assessment Score: The overall mean score was 5.8, which is slightly higher than the 2016 score of 5.2. Goal achieved.

Portfolio Assessment Score: The mean score was 3.65, which is lower than in 2016. Goal not achieved. Faculty need to review portfolios in all classes, and more writing samples across different platforms need to be added to student portfolios.

SMSC Professor Portfolio Score: 3.8

What do the results suggest about student achievement of this learning outcome?

Students must add more writing samples to their portfolios, and the writing samples should demonstrate an understanding of how to write effectively across multiple platforms. Faculty need to do more portfolio reviews and must meet with industry leaders to understand best industry practices and what skills are expected by industry professionals when students graduate.

Timeline for the Assessment

☐ Each Semester ☒ Yearly ☐ Every other year

Appendix

Page #	Document
15.	Senior Exit Survey Sample
16.	Senior Interview questions
17.	Portfolio Assessment survey
22.	Portfolio Assessment Results – Excel Sheet
23.	Internship Evaluations by Supervisor

Senior Survey

Name: _____

Circle one answer that reflects your level of achievement:

Learning Outcome 1: **Students will demonstrate an appreciation of the constitutional freedoms, legal issues and ethical principles involved in mass communication.**

Strongly agree - 5

Agree - 4

Neutral - 3

Disagree - 2

Strongly disagree – 1

Learning Outcome 2: **Students will demonstrate an understanding of the relevance of human diversity in mass communication.**

Strongly agree - 5

Agree - 4

Neutral - 3

Disagree - 2

Strongly disagree – 1

Learning Outcome 3: **Students will demonstrate respect for the history and social role of mass communications.**

Strongly agree - 5

Agree - 4

Neutral - 3

Disagree - 2

Strongly disagree – 1

Learning outcome 5: **Students will demonstrate an understanding of the relevant theories and concepts of mass communications.**

Strongly agree - 5

Agree - 4

Neutral - 3

Disagree - 2

Strongly disagree – 1

Learning outcome 8: **Students will demonstrate an understanding of the relevant planning and management methods in mass communication.**

Strongly agree - 5

Agree - 4

Neutral - 3

Disagree - 2

Strongly disagree – 1

Senior Interview Questions

1. Now that you're about to graduate, what stands out most about your education in the past four years?
2. Do you plan to work in your field of study?
3. What subject matter / classes were the most difficult to learn in your major? How did you do in the class?
Do you still remember what you learned?
4. What did you learn that you feel is most beneficial to you? Why?
5. Do you think diversity is important in your field of study? Why?
6. Do you think you learned a lot about the history of our profession?
7. Where do you think you will be in your career in five years?
8. What things would you have liked to learn that you didn't?
9. Would you feel comfortable researching and planning an event or campaign?
10. How do you feel about this accomplishment?

Congratulations! You're an alumnae or alumnus.

Portfolio Assessment Survey

Click to edit survey title



Learning Outcomes Survey

Edit

Portfolio Assessment

The purpose of this survey is to help us assess the quality of our program and students' ability to demonstrate learning outcomes. Please assess each of the learning outcomes based on the artifacts presented in the portfolios assigned to you.

* 1. What is your name?

2. What is name of the student whose portfolio you are analyzing?



Learning Outcomes Survey

Learning Outcome 4

Learning Outcome 4: Demonstrate critical, creative and individual thinking.

Select the level of representation of the above learning outcome in the portfolio based on each of the following questions.

*** 3. The ability to analyze complex situations accurately.**

- ☐ No or poor representation of learning outcome.
- ☐ Somewhat poor representation of learning outcome.
- ☐ Average representation of learning outcome.
- ☐ Good representation of learning outcome.
- ☐ Outstanding representation of learning outcome.

*** 4. The ability to craft innovative solutions to difficult problems.**

- ☐ No or poor representation of learning outcome.
- ☐ Somewhat poor representation of learning outcome.
- ☐ Average representation of learning outcome.
- ☐ Good representation of learning outcome.
- ☐ Outstanding representation of learning outcome.

*** 5. The ability to look beyond what is obvious and understand what lies beneath the surface.**

- ☐ No or poor representation of learning outcome.
- ☐ Somewhat poor representation of learning outcome.
- ☐ Average representation of learning outcome.
- ☐ Good representation of learning outcome.
- ☐ Outstanding representation of learning outcome.

*** 6. The ability to effectively communicate complex ideas and make them understandable.**

- ☐ No or poor representation of learning outcome.
- ☐ Somewhat poor representation of learning outcome.
- ☐ Average representation of learning outcome.
- ☐ Good representation of learning outcome.
- ☐ Outstanding representation of learning outcome.



Learning Outcomes Survey

Learning Outcome 6

Learning Outcome 6: Demonstrate an understanding of the methods and techniques of research and information gathering.

Select the level of representation of the above learning outcome in the portfolio based on each of the following questions.

*** 7. Evidence of the ability to gather information effectively and completely.**

- ☐ No or poor representation of learning outcome.
- ☐ Somewhat poor representation of learning outcome.
- ☐ Average representation of learning outcome.
- ☐ Good representation of learning outcome.
- ☐ Outstanding representation of learning outcome.

*** 8. Evidence of initiative and creativity in information gathering.**

- ☐ No or poor representation of learning outcome.
- ☐ Somewhat poor representation of learning outcome.
- ☐ Average representation of learning outcome.
- ☐ Good representation of learning outcome.
- ☐ Outstanding representation of learning outcome.

*** 9. The ability to use multiple methods and sources to research information.**

- ☐ No or poor representation of learning outcome.
- ☐ Somewhat poor representation of learning outcome.
- ☐ Average representation of learning outcome.
- ☐ Good representation of learning outcome.
- ☐ Outstanding representation of learning outcome.

*** 10. The ability to effectively communicate how information was gathered.**

- ☐ No or poor representation of learning outcome.
- ☐ Somewhat poor representation of learning outcome.
- ☐ Average representation of learning outcome.
- ☐ Good representation of learning outcome.
- ☐ Outstanding representation of learning outcome.



Learning Outcomes Survey

Thank you

We appreciate you sharing your time and expertise.

External Reviewer Results - Portfolios

	B	C	D	E	F	G	H	I	J	K	L	M	N	O	P	Q	R	S	T	U	V	W	X	Y	Z	AA	AB	AC	AD	AE	AF	AG	A	
SPM																																		
Kelly Hines			4	4	4	4	4	4	5	4	4	4	5		4 Agree	I think this is a thorough portfolio. The home page is especially helpful. The student succinctly tells who he is and details his relevant experience.																		
Kelly Hines			3	3	3	3	5	5	5	4	3	4	4	4	4	4	Strongly Agree	The student's demo reel on the home page could easily be overlooked, and what she supplies on the multimedia samples page isn't nearly as strong. If some of the demo reel clips also were on that page in their entirety, her vast experience would be better showcased.																
Kelly Hines			3	3	3	3	4	3	4	3	4	3	4	4	4	4	Agree	I would have preferred more video samples that reveal versatility and personality or a demo reel with some of his best work. The scripted radio sports casts are all extremely similar, and the podcasts make it hard to tell which one is the student when several people are talking.																
Kelly Hines			2	2	3	3	5	5	5	5	3	3	3	3	3	3	Neither agree	This portfolio is extremely limited and would make it difficult for the student to stand out in a sea of job applicants. He could benefit by adding more videos or perhaps more professional ones and by having other forms of work samples that would show some variety.																
Kelly Hines			5	5	5	5	5	5	5	5	4	4	5	4	5	4	Strongly Agree	No. This is an incredibly complete and impressive portfolio.																
James Poling			4	4	4	3	4	5	3	3	4	4	5	3	Neither agree	Website needs a single address, which isn't his website.com is not. He should also profile his writing ahead of sports radio, given his writing was at a professional site.																		
James Poling			3	4	3	3	1	2	3	1	4	3	4	3	4	Strongly Disagree	Too many dead links (particularly social media) on website. The primary video is just a bunch of angry Oklahoma State students cursing, which is not a good professional look.																	
James Poling			5	5	5	5	5	4	5	5	3	4	3	5	Strongly Agree	Home page is a mess, particularly with the graduating photo as the centerpiece, but each other page is outstanding. If people click off the home page, he will be a top candidate in the hiring process.																		
James Poling			3	3	3	2	3	2	3	2	3	2	4	3	Disagree	Kid has linked his Soundcloud audio multiple times within "Works" that repeats the same audio on the page.																		
James Poling			5	4	4	4	4	4	3	4	2	3	3	3	3	3	Agree	She needs to remove the phone numbers/emails of the contacts in her written stories.																
Kyle Friedrich			4	3	3	3	4	3	3	4	4	4	4	4	4	4	Neither agree nor disagree																	
Kyle Friedrich			4	4	4	5	4	5	5	4	3	4	4	4	4	4	Agree																	
Kyle Friedrich			4	4	3	4	4	3	3	3	4	4	4	4	4	4	Agree																	
Kyle Friedrich			4	4	4	4	3	4	3	3	3	3	4	2	2	2	Neither agree nor disagree																	
Kyle Friedrich			5	4	4	5	4	4	4	4	4	5	4	4	4	4	Strongly Agree																	
sum			54	56	56	56	59	58	59	53	52	57	57	55																				
average			3.65	3.7	3.6	3.7	3.9	3.8	3.9	3.5	3.4	3.8	3.8	3.6																				
overall average			3.71																															

Column P question for reviewers: Is the portfolio professional and will it help the student find employment after graduation?

	B	C	D	E	F	G	H	I	J	K	L	M	N	O
SPM														
Shipka			4	4	3	4	4	4	3	4	4	4	4	4
Shipka			3	3	3	3	4	3	4	4	4	3	4	3
Shipka			4	4	4	4	4	4	4	4	4	4	4	3
Shipka			4	4	4	4	4	4	3	3	3	4	3	4
Shipka			4	4	4	4	5	5	4	4	4	4	4	5
total														
mean			3.8	3.8	3.6	3.8	4.2	4	3.6	3.8	3.8	3.8	3.8	3.8

Internship Supervisor Survey

To what extent does the intern demonstrate the following characteristics?	Not applicable	Not demonstrated	Demonstrated only slightly	Demonstrated occasionally	Demonstrated but needs work	Demonstrated well	Expertly demonstrated
	1	2	3	4	5	6	7
1. An understanding of the relevant constitutional freedoms, legal issues and ethical principles in mass communications.							
2. An understanding of the relevance of human diversity in mass communications.							
3. An understanding of the history and social role of mass communications.							
4. Critical, creative and individual thinking.							
5. An understanding of the relevant theories and concepts of mass communications.							
6. An understanding of the methods and techniques of research and information gathering.							
7. Appropriate writing, editing and production techniques in mass communications.							
8. An understanding of relevant planning and management methods in mass communications.							

2016 - 2017
Annual Assessment Report

Bachelor of Science
Sports Media



School of Media & Strategic Communication
Sports Media – Bachelor of Science
Assessment Report Form 2016-2017

Date of Report: 8/30/2017

Name of Person Submitting Report: Gina J. Noble, Associate Director of Undergraduate Studies, School of Media & Strategic Communications

A. Program Information:

Assessment Coordinator's Name: Gina Noble

Assessment Coordinator's Email Address: gina.noble@okstate.edu

Number of students enrolled in the program 2016-2017: 150

Number of students graduated in 2016-2017: 35

B. Program Mission Statement

To educate the future leaders in mass communication from Oklahoma, its neighboring states, the nation and the world to be responsible and effective communicators who facilitate and promote participation in a democratic society through excellence in practice, ethical behavior, a critical stance, and embracing change through lifelong learning. Oklahoma State University School of Media & Strategic Communications will do this by promoting:

- ☐ Critical thinking
- ☐ Creativity
- ☐ Global awareness
- ☐ Appreciation for the liberal arts
- ☐ Adaptability
- ☐ Problem solving skills
- ☐ Diversity
- ☐ Leadership
- ☐ Community involvement

C. University Assessment Funds

Were university assessment funds used by the department/program for assessment activities? ☒ Yes ☐ No

Funds were used to pay SMSC alumni to assess student digital portfolios. SMSC selected and paid alumni who had been working professionally at least three-to-five years (or more) in media, sports media and strategic communications (representative of SMSC's three programs). Funds were also used to pay one SMSC professor to assess the same portfolios. The funds helped legitimize the importance of SMSC's assessment research to participating alumni because they took their jobs seriously and gave in-depth answers to help us better understand our students' strengths and weaknesses, which helps faculty improve curricula. One-hundred percent of the selected participants completed the survey.

D. Student Learning Outcomes

NOTE...We have two degrees in sports media: a Bachelor of Science and a Bachelor of Arts. The only difference between the two is a foreign-language requirement in the Bachelor of Arts.

NOTE...The following student learning outcomes are the same for each of the six degrees in the School of Media & Strategic Communication because of accreditation requirements set by our accrediting council – the Accrediting Council on Education in Journalism and Mass Communication <http://www.acejmc.org/policies-process/nine-standards/>

The following student learning outcomes were assessed:

Learning outcome 1.

Students will demonstrate an appreciation of the constitutional freedoms, legal issues and ethical principles involved in mass communication.

Learning outcome 2.

Students will demonstrate an understanding of the relevance of human diversity in mass communications.

Learning outcome 3.

Students will demonstrate respect for the history and social role of mass communications.

Learning outcome 4.

Students will demonstrate critical, creative and independent thinking as they relate to individual disciplines in mass communication.

Learning outcome 5.

Students will demonstrate an understanding of the relevant theories and concepts of mass communication.

Learning outcome 6.

Students will demonstrate an understanding of the methods and techniques of research and information gathering.

Learning outcome 7.

Students will demonstrate an understanding of the writing, editing and production techniques of mass communication specialties.

Learning outcome 8.

Students will demonstrate an understanding of relevant planning and management methods in mass communication.

Assessment Method #1 – Graduating Senior Survey and Exit Interviews

Learning Outcomes 1, 2, 3, 5, 8

D1) Student Learning Outcome #1: *Students will demonstrate an appreciation of the constitutional freedoms, legal issues and ethical principles involved in mass communication.*

Identify opportunities for students to learn this outcome during the 2016-2017 academic year:

All students are required to take the core courses in Mass Communication Law and Media Ethics.

How many students were included in the assessment of this outcome?

5

How were students selected to participate in the assessment of this outcome?

Using a “graduating seniors” list provided by academic counselors, 10 SPM names were randomly selected using www.randomizer.com. Each student was emailed and asked to participate in a senior exit interview; all said yes. Five students were then selected using the randomizer software.

Assessment Methods

Identify the method(s) used to assess this learning outcome. Check all that apply.

- | | | |
|--|---|---|
| <input checked="" type="checkbox"/> Survey | <input type="checkbox"/> Satisfaction Survey | <input checked="" type="checkbox"/> Interviews |
| <input type="checkbox"/> Rating of skills (e.g., rubrics) | <input type="checkbox"/> Benchmarking | <input type="checkbox"/> Performance or jury |
| <input type="checkbox"/> Analysis of written artifacts | <input type="checkbox"/> Measuring effectiveness relative to professional standards | <input type="checkbox"/> Visual collection (photos, videos, etc.) |
| <input type="checkbox"/> Comprehensive, certification, or professional exam(s) | <input type="checkbox"/> Review of thesis/dissertation/ creative component | <input type="checkbox"/> Review of student research |
| <input type="checkbox"/> Oral presentation | <input type="checkbox"/> Capstone project | <input type="checkbox"/> Other (please specify): |
| <input type="checkbox"/> Course project | <input type="checkbox"/> Internship | |

Describe the how the assessment method was implemented, administered, and/or conducted.

Surveys and interviews were conducted with graduating seniors, which measured Learning Outcomes 1, 2, 3, 5 & 8.

The assessment coordinator / associate director conducted five MMJ senior exit interviews.

First, they were asked to take a survey for Learning Outcomes (See appendix).

Next, they were asked to talk about their learning experiences in the major – questions were embedded in the conversation to measure Learning Outcomes (see appendix).

Did your department/program faculty have a goal set for this learning outcome? ☒ Yes ☐ No

The goal was to receive a mean score of at least 4 (out of 5) on each question on the senior exit survey, which would indicate that graduating seniors “agree” they understand and have an appreciation for the constitutional freedoms, legal issues and ethical considerations involved in mass communication. *This was the first year to specify a goal, and the goal was based on 2016 results.*

Provide a summary of the results from the assessment of Learning Outcome 1.

Learning Outcome #1 score: 4.4 out of 5 points. Goal achieved.

The scale ratings included:

5 – strongly agree 4 – agree 3 – neutral 2 – disagree 1 – strongly disagree

What do the results suggest about student achievement of this learning outcome?

Results indicate students were satisfied with their knowledge of constitutional freedoms, legal issues and ethical principles in mass communication. Three students “strongly agreed” and two students “agreed” they had a good understanding of the First Amendment. One student said there should be more emphasis regarding ethics and law in other classes.

During the interview, one student said he learned more in the Law class than in any other class, and all students recalled hearing about law and ethics in multiple classes. Three students said they were not comfortable discussing ethical principles and would not feel comfortable discussing ethical principles with professionals in the field.

The School should continue to discuss constitutional freedoms and ethical considerations across its curriculum.

D2) Student Learning Outcome #2: Students will demonstrate an understanding of the relevance of human diversity in mass communications.

Identify opportunities for students to learn this outcome during the 2016-2017 academic year:

All students are required to take the core course Media in a Diverse Society, which places considerable emphasis on the relevance of diversity in mass communications and the media. Also, the relevance of diversity is also covered in all of the Sports Media curriculum, including but not limited to Sports in the Media and Contemporary Sports Media.

How many students were included in the assessment of this outcome?

5

How were students selected to participate in the assessment of this outcome?

Using a "graduating seniors" list provided by academic counselors, 10 SPM names were randomly selected using www.randomizer.com. Each student was emailed and asked to participate in a senior exit interview; all said yes. Five students were then selected using the randomizer software.

Assessment Methods

Identify the method(s) used to assess this learning outcome. Check all that apply.

- | | | |
|--|---|---|
| <input checked="" type="checkbox"/> Survey | <input type="checkbox"/> Satisfaction Survey | <input checked="" type="checkbox"/> Interviews |
| <input type="checkbox"/> Rating of skills (e.g., rubrics) | <input type="checkbox"/> Benchmarking | <input type="checkbox"/> Performance or jury |
| <input type="checkbox"/> Analysis of written artifacts | <input type="checkbox"/> Measuring effectiveness relative to professional standards | <input type="checkbox"/> Visual collection (photos, videos, etc.) |
| <input type="checkbox"/> Comprehensive, certification, or professional exam(s) | <input type="checkbox"/> Review of thesis/dissertation/ creative component | <input type="checkbox"/> Review of student research |
| <input type="checkbox"/> Oral presentation | <input type="checkbox"/> Capstone project | <input type="checkbox"/> Other (please specify): |
| <input type="checkbox"/> Course project | <input type="checkbox"/> Internship | Click here to specify. |

Describe the how the assessment method was implemented, administered, and/or conducted.

Surveys and interviews were conducted with graduating seniors, which measured Learning Outcomes 1, 2, 3, 5 & 8.

The assessment coordinator / associate director conducted six senior exit interviews.

First, they were asked to take a survey and rank their skills for learning outcomes. (See Appendix).

Next, they were asked to talk about their learning experiences in the major – questions were embedded in the conversation to measure Learning Outcomes (see Appendix).

Did your department/program faculty have a goal set for this learning outcome? ☒ Yes ☐ No

The goal was to receive a mean score of at least 4 (out of 5) on each question in the senior exit survey, which would indicate graduating seniors "agree" they understand and have learned a lot about the relevance and need for diversity in mass media and communications. *This was the first year to specify a goal, and the goal was based on 2016 results.*

Provide a summary of the results from the assessment of Learning Outcome 2.

Learning Outcome #2 score: 4.6 out of 5 points. Goal achieved.

The scale ratings included:

5 – strongly agree 4 – agree 3 – neutral 2 – disagree 1 – strongly disagree

What do the results suggest about student achievement of this learning outcome?

Students' survey scores were 4.6/5, which indicates students strongly agreed and were satisfied in their learning and understanding of diversity issues in mass communications. Three students "strongly agreed" and two students "agreed" they had a good understanding of diversity issues.

During the interview, all students agreed they felt confident in their understanding of diversity issues and all agreed they had discussed diversity in several classes in their major.

The School should continue to discuss diversity across its curriculum.

Timeline for the Assessment

☐ Each Semester

☒ Yearly

☐ Every other year

D3) Student Learning Outcome #3: Students will demonstrate respect for the history and social role of mass communications.**Identify opportunities for students to learn this outcome during the 2016-2017 academic year:**

All students are required to take the following core courses: Media in a Diverse Society, Mass Communication Law and Media Ethics. All of the courses include curricula on the history and social role of mass communications. In addition, Sports Media students are exposed to the history of sports media in the Sports in the Media course. Finally, an elective course in History of Mass Communications is consistently offered to students.

How many students were included in the assessment of this outcome?

5

How were students selected to participate in the assessment of this outcome?

Surveys and interviews were conducted with graduating seniors, which measured Learning Outcomes 1, 2, 3, 5 & 8.

The assessment coordinator / associate director conducted five MMJ senior exit interviews.

First, they were asked to take a survey and rank their skills for learning outcomes. (See appendix).

Next, they were asked to talk about their learning experiences in the major – questions were embedded in the conversation to measure Learning Outcomes (see appendix).

Assessment Methods

Identify the method(s) used to assess this learning outcome. Check all that apply.

☒ Survey

☐ Rating of skills (e.g., rubrics)

☐ Analysis of written artifacts

☐ Comprehensive, certification, or professional exam(s)

☐ Oral presentation

☐ Course project

☐ Satisfaction Survey

☐ Benchmarking

☐ Measuring effectiveness relative to professional standards

☐ Review of thesis/dissertation/ creative component

☐ Capstone project

☐ Internship

☒ Interviews

☐ Performance or jury

☐ Visual collection (photos, videos, etc.)

☐ Review of student research

☐ Other (please specify):

Click here to specify.

Describe the how the assessment method was implemented, administered, and/or conducted.

Using a “graduating seniors” list provided by academic counselors, 10 MMJ names were randomly selected using www.randomizer.com. Each student was emailed and asked to participate in a senior exit interview; all said yes. Five students were then selected using the randomizer software.

Did your department/program faculty have a goal set for this learning outcome? ☒ Yes ☐ No

The goal was to receive a mean score of at least 4 (out of 5) on each question in the senior exit survey, which would indicate graduating seniors “agree” they understand and have learned a lot about the relevance and need for diversity in mass media and communications. *This was the first year to specify a goal, and the goal was based on 2016 results.*

Provide a summary of the results from the assessment of Learning Outcome 3.

Learning Outcome #3 score: 4.6 out of 5 points. Goal achieved.

What do the results suggest about student achievement of this learning outcome?

Students’ survey scores were 4.6/5, which indicates students strongly agreed and were satisfied in their learning and understanding of the history and societal role of mass communications. Three students “strongly agreed” and two students “agreed” they had a good understanding of the history and societal role of mass communications.

The School is doing a good job of presenting and incorporating the history and societal role of mass communications in its curricula and should continue on this path.

Timeline for the Assessment

☐ Each Semester ☒ Yearly ☐ Every other year

D4) Student Learning Outcome #5: *Students will demonstrate an understanding of the relevant theories and concepts of mass communication.*

Identify opportunities for students to learn this outcome during the 2016-2017 academic year:

All students are required to take the following core courses: Media in a Diverse Society, Electronic Communications, Mass Communication Law and Media Ethics. All of the courses include material on the relevant theories and concepts of mass communications. In addition, Sports Media students are exposed to and asked to apply to the relevant theories and concepts of Sports Media through most of the courses in SPM, including the capstone course.

How many students were included in the assessment of this outcome?

5

How were students selected to participate in the assessment of this outcome?

Surveys and interviews were conducted with graduating seniors, which measured Learning Outcomes 1, 2, 3, 5 & 8.

The assessment coordinator / associate director conducted five senior exit interviews.

First, they were asked to take a survey and rank their skills for learning outcomes. (See appendix).

Next, they were asked to talk about their learning experiences in the major – questions were embedded in the conversation to measure Learning Outcomes (See appendix).

Assessment Methods

Identify the method(s) used to assess this learning outcome. Check all that apply.

- | | | |
|--|---|--|
| <input checked="" type="checkbox"/> Survey | <input type="checkbox"/> Course project | <input type="checkbox"/> Review of thesis/dissertation/ creative component |
| <input type="checkbox"/> Rating of skills (e.g., rubrics) | <input type="checkbox"/> Satisfaction Survey | <input type="checkbox"/> Capstone project |
| <input type="checkbox"/> Analysis of written artifacts | <input type="checkbox"/> Benchmarking | <input type="checkbox"/> Internship |
| <input type="checkbox"/> Comprehensive, certification, or professional exam(s) | <input type="checkbox"/> Measuring effectiveness relative to professional standards | <input checked="" type="checkbox"/> Interviews |
| <input type="checkbox"/> Oral presentation | | <input type="checkbox"/> Performance or jury |

- ☐ Visual collection (photos, videos, etc.) ☐ Other (please specify):
☐ Review of student research [Click here to specify.](#)

Describe the how the assessment method was implemented, administered, and/or conducted.

Using a "graduating seniors" list provided by academic counselors, 10 MMJ names were randomly selected using www.randomizer.com. Each student was emailed and ask to participate in a senior exit interview; all said yes. Five students were then selected using the randomizer.

Did your department/program faculty have a goal set for this learning outcome? ☒ Yes ☐ No

The goal was to receive a mean score of at least 4 (out of 5) on each question in the senior exit survey, which would indicate graduating seniors "agree" they understand and have learned a lot about the relevance and need for diversity in mass media and communications. *This was the first year to specify a goal, and the goal was based on 2016 results.*

Provide a summary of the results from the assessment of Learning Outcome 5.

Learning Outcome #5 score: 4.4 out of 5 points. Goal achieved.

What do the results suggest about student achievement of this learning outcome?

The students agreed they learned basic mass media theoretical concepts in their classes, but two students said they don't recall discussing theories during any sports classes. Three said they were much less confident in this learning outcome as compared to other learning outcomes regarding their knowledge and/or application of theoretical concepts. One said more emphasis should be placed on theories in sports media.

The School should continue incorporating theoretical concepts of mass communications in its curricula. Each program's faculty (Sports Media, Strategic Communications and Multimedia Journalism) should meet once per semester to discuss curriculum in each class and what theories are taught in class.

Timeline for the Assessment

- ☐ Each Semester ☒ Yearly ☐ Every other year

D5) Student Learning Outcome #8: Students will demonstrate an understanding of relevant planning and management methods in mass communication.

Identify opportunities for students to learn this outcome during the 2016-2017 academic year:

The following courses offer curriculum that emphasize the importance of relevant planning and management methods in mass communications, more specifically Sports Media: Sports PR, Contemporary Sports media, Sports Writing, Data Journalism and all of the production courses.

How many students were included in the assessment of this outcome?

5

How were students selected to participate in the assessment of this outcome?

Surveys and interviews were conducted with graduating seniors, which measured Learning Outcomes 1, 2, 3, 5 & 8. The assessment coordinator / associate director conducted five senior exit interviews.

First, they were asked to take a survey and rank their skills for learning outcomes. (See appendix).

Next, they were asked to talk about their learning experiences in the major – questions were embedded in the conversation to measure Learning Outcomes (See appendix).

Assessment Methods

Identify the method(s) used to assess this learning outcome. Check all that apply.

- | | | |
|--|---|---|
| <input checked="" type="checkbox"/> Survey | <input type="checkbox"/> Satisfaction Survey | <input checked="" type="checkbox"/> Interviews |
| <input type="checkbox"/> Rating of skills (e.g., rubrics) | <input type="checkbox"/> Benchmarking | <input type="checkbox"/> Performance or jury |
| <input type="checkbox"/> Analysis of written artifacts | <input type="checkbox"/> Measuring effectiveness relative to professional standards | <input type="checkbox"/> Visual collection (photos, videos, etc.) |
| <input type="checkbox"/> Comprehensive, certification, or professional exam(s) | <input type="checkbox"/> Review of thesis/dissertation/ creative component | <input type="checkbox"/> Review of student research |
| <input type="checkbox"/> Oral presentation | <input type="checkbox"/> Capstone project | <input type="checkbox"/> Other (please specify): |
| <input type="checkbox"/> Course project | <input type="checkbox"/> Internship | Click here to specify. |

Describe the how the assessment method was implemented, administered, and/or conducted.

Using a "graduating seniors" list provided by academic counselors, 10 MMJ names were randomly selected using www.randomizer.com. Each student was emailed and ask to participate in a senior exit interview; all said yes. Five students were then selected using the randomizer software

Did your department/program faculty have a goal set for this learning outcome? ☒ Yes ☐ No
The goal was to receive a mean score of at least 4 (out of 5) on each question in the senior exit survey.

Provide a summary of the results from the assessment of Learning Outcome 8.

Learning Outcome #8 score: 4.4 out of 5 points. Goal achieved.

What do the results suggest about student achievement of this learning outcome?

Two of the students interviewed indicated they were much better at planning and understood more about management methods than when they started the major, but both students said there could be more management classes to help those who want to manage media. One students said planning wasn't highlighted in most of the classes.

Timeline for the Assessment

☐ Each Semester ☒ Yearly ☐ Every other year

Assessment Method #2: External Review of Graduating Senior Portfolios + Internship Supervisor Evaluations

Learning Outcomes 4, 6 and 7 assessed

D6) Student Learning Outcome #4: Students will demonstrate critical, creative and independent thinking as they relate to individual disciplines in mass communication.

Identify opportunities for students to learn this outcome during the 2016-2017 academic year:

This learning outcome is likely the most important component in all the courses in the degree. Students are challenged in their writing, reporting and production courses to critically assess information before presenting in the form of written or electronic artifacts.

How many students were included in the assessment of this outcome?

10: Internship assessment (5) and Portfolio assessment (5)

How were students selected to participate in the assessment of this outcome?

1. Students create a digital portfolio with artifacts created throughout the program and submit the portfolio to the instructor as part of their capstone class. At the advanced level, the artifacts available in seniors' portfolios were used to assess the learning outcomes. The links to graduating students' digital portfolios were entered into a spreadsheet. 29 student portfolios were received in Spring 2017. Portfolio links were selected using the online randomizing tool, www.randomizer.com. Of the 29 student portfolios received, 5 were selected for assessment, or 17 percent.
2. Five student internship evaluation forms were randomly selected from a total of 19 sport media internship evaluations (www.randomizer.com), which represented 26 percent of the internship evaluations.

Assessment Methods

- | | | |
|--|--|--|
| <input type="checkbox"/> Survey | <input type="checkbox"/> Satisfaction Survey | <input type="checkbox"/> Interviews |
| <input checked="" type="checkbox"/> Rating of skills (e.g., rubrics) | <input type="checkbox"/> Benchmarking | <input type="checkbox"/> Performance or jury |
| <input type="checkbox"/> Analysis of written artifacts | <input checked="" type="checkbox"/> Measuring effectiveness relative to professional standards | <input checked="" type="checkbox"/> Visual collection (photos, videos, etc.) |
| <input type="checkbox"/> Comprehensive, certification, or professional exam(s) | <input type="checkbox"/> Review of thesis/dissertation/ creative component | <input type="checkbox"/> Review of student research |
| <input type="checkbox"/> Oral presentation | <input checked="" type="checkbox"/> Capstone project | <input type="checkbox"/> Other (please specify): |
| <input type="checkbox"/> Course project | <input checked="" type="checkbox"/> Internship | Click here to specify. |

Describe how the assessment method was implemented, administered, and/or conducted.

In the portfolio assessment survey ([see Appendix](#)), Learning Outcome #4 is assessed in four categories:

- 1) if the student's work reflected the ability to *analyze complex situations* accurately (Excel Column D)
- 2) if the student was able to *craft innovative solutions* to difficult problems (Excel Column E)
- 3) if the student's work reflected *looking beyond the obvious* (Excel Column F)
- 4) if the student had the ability to effectively *communicate complex ideas* (Excel Column G)

[*See Appendix For Excel Sheet / Results](#)

External reviewers reviewed 8 portfolios and received two links: 1) a link to a student portfolio, and 2) a link to an online survey. Each reviewer was asked to review the student's work and rate the work on a 5-point-scale.

- | | |
|----|--|
| 1= | Poor or no representation of Learning Outcome |
| 2= | Somewhat poor representation of Learning Outcome |
| 3= | Average representation of Learning Outcome |
| 4= | Good representation of Learning Outcome |
| 5= | Outstanding representation of Learning Outcome |

For the Internship Evaluation assessment survey ([see Appendix](#)), Learning Outcome #4 was assessed in one category: critical, creative and independent thinking. Internship Supervisors were asked to assess the student's work and rate the work on a 7-point-scale.

- | | |
|-----|--------------------------------|
| 1 = | Not Applicable |
| 2 = | Understanding Not Demonstrated |
| 3 = | Demonstrated Only Slightly |
| 4 = | Demonstrated Occasionally |
| 5 = | Demonstrated But Needs Work |
| 6 = | Demonstrated Well |
| 7 = | Expertly Demonstrated |

Did your department/program faculty have a goal set for this learning outcome? ☒ Yes ☐ No

External Reviewer Portfolio Assessment = the goal was to exceed 2016 scores, or better than a 4.25 out of 5.

Internship assessment = the goal was to exceed 2016 scores, or better than a 4.8 out of 7.

*New for 2017 – one SMSC professor was selected to evaluate portfolios.

Provide a summary of the results from the assessment of Learning Outcome 4.

External Reviewers for Portfolios - the mean score was a 3.5 / 5, which is lower than the 4.25 / 5 score in 2016. The goal was not met.

SMSC Professor / Portfolios: 3.75

Internship Assessment - the mean score was 5.8 / 7, which is a significant improvement from last years' score of 4.8. The goal was met.

What do the results suggest about student achievement of this learning outcome?

Portfolio score: The score indicates portfolios provided average representation of this learning outcome with room for improvement. Reviewers said there was not enough writing samples. Developing more writing assignments across curricula (that meet industry standards and best industry practices) and requiring more writing assignments be placed in the capstone portfolio is imperative. Furthermore, there needs to be more focus on helping students with portfolios in all upper-level classes. Faculty need to review student portfolios in each class to help students produce a professional portfolio. Capstone professors should review portfolios at the beginning and mid-semester to help students produce more professional work.

SMSC changed the way it recruits external reviewers, which may be the cause for lower portfolio scores. In 2017, the Assessment Coordinator asked SMSC alumni who had at least three-to-five years' experience working the communications field to review portfolios. In the past, SMSC used members of its Advisory Board to do the external portfolio reviews. However, many of the board members were no longer practicing professionals in the communications industry, which was cause for concern when they reviewed student work. Industry practices and technology change often and review of student work should reflect best industry practices.

Internship Evaluation score: The mean score indicates students are working and thinking more independently than in past years. Several classes in SMSC's curricula focus on critical thinking and creativity, and the evaluation results indicate the same. Students are prepared to think on their own to solve problems associated with MMJ, such as gathering information, finding sources, conducting interviews, writing, etc.

Timeline for the Assessment

☐ Each Semester

☒ Yearly

☐ Every other year

D7) Student Learning Outcome #6: *Students will demonstrate an understanding of the methods and techniques of research and information gathering.*

Identify opportunities for students to learn this outcome during the 2016-2017 academic year:

All students in Sports Media are incorporate information gathering and sports data analysis in their writing courses. All students are required to use data in their capstone project.

How many students were included in the assessment of this outcome?

10: Internship assessment (5) and Portfolio assessment (5)

How were students selected to participate in the assessment of this outcome?

1. Students create a digital portfolio with artifacts created throughout the program and submit the portfolio to the instructor as part of their capstone class. At the advanced level, the artifacts available in seniors' portfolios were used to assess the learning outcomes. The links to graduating students' digital portfolios were entered into a spreadsheet. 29 student portfolios were received in Spring 2017. Portfolio links were selected using the online randomizing tool, www.randomizer.com. Of the 29 student portfolios received, 5 were selected for assessment, or 17 percent.
2. Five student internship evaluation forms were randomly selected from a total of 19 sport media internship evaluations (www.randomizer.com), which represented 26 percent of the internship evaluations.

Assessment Methods

Identify the method(s) used to assess this learning outcome. Check all that apply.

- | | | |
|--|--|--|
| <input type="checkbox"/> Survey | <input type="checkbox"/> Benchmarking | <input type="checkbox"/> Performance or jury |
| <input checked="" type="checkbox"/> Rating of skills (e.g., rubrics) | <input checked="" type="checkbox"/> Measuring effectiveness relative to professional standards | <input checked="" type="checkbox"/> Visual collection (photos, videos, etc.) |
| <input type="checkbox"/> Analysis of written artifacts | <input type="checkbox"/> Review of thesis/dissertation/ creative component | <input checked="" type="checkbox"/> Review of student research |
| <input type="checkbox"/> Comprehensive, certification, or professional exam(s) | <input type="checkbox"/> Capstone project | <input type="checkbox"/> Other (please specify):
Click here to specify. |
| <input type="checkbox"/> Oral presentation | <input checked="" type="checkbox"/> Internship | |
| <input type="checkbox"/> Course project | <input type="checkbox"/> Interviews | |
| <input type="checkbox"/> Satisfaction Survey | | |

Describe the how the assessment method was implemented, administered, and/or conducted.

In the External Reviewers Portfolio assessment, Learning Outcome #6 assessed if the students' work showed evidence for

1. the *ability to gather information* effectively and competently (Excel Column H)
2. *initiative and creativity* in information gathering (Excel Column I)
3. use *multiple methods and sources* for research (Excel Column J)
4. to *effectively communicate* how the information was gathered (Excel Column K)

**See Appendix For Excel Sheet / Results*

External reviewers reviewed 8 portfolios and received two links: 1) a link to a student portfolio, and 2) a link to an online survey. Each reviewer was asked to review the student's work and rate the work on a 5-point-scale.

- 1= Poor or no representation of Learning Outcome
- 2= Somewhat poor representation of Learning Outcome
- 3= Average representation of Learning Outcome
- 4= Good representation of Learning Outcome
- 5= Outstanding representation of Learning Outcome

In the Internship Assessment, supervisors provided an overall assessment of Learning Outcome #6 - *an understanding of the methods and techniques used in research and information gathering*. Internship Supervisors were asked to assess the student's work and rate the work on a 7-point-scale.

1. Not Applicable
2. Understanding Not Demonstrated
3. Demonstrated Only Slightly
4. Demonstrated Occasionally
5. Demonstrated But Needs Work
6. Demonstrated Well
7. Expertly Demonstrated

Did your department/program faculty have a goal set for this learning outcome? ☒ Yes ☐ No

Yes, to score better than 4.4 / 5 (2016 Portfolio score), and better than 4.5 / 7 (2016 Internship Score)

*New for 2017 – one SMSC professor was selected to evaluate portfolios.

Provide a summary of the results from the assessment of Learning Outcome 6.

Internship Assessment Score: The mean score was 5.4/ 7, which is a significant improvement over 2016. Goal achieved.

Portfolio Assessment Score: The mean score was 3.77, which is lower than the 2016 score of 4.4 Goal not achieved.

SMSC Professor – Portfolios: 3.9

What do the results suggest about student achievement of Learning Outcome 6?

The score suggests students are slightly improving on their information gathering skills in internships and in class work, but there is still room for improvement. The portfolio score may be lower because of the switch in external reviewers from Advisory Board

members to professionals working in the field. The faculty should find ways to incorporate more information gathering into class assignments, which will produce more writing samples. More writing samples give reviewers a better understanding of the students' information gathering skills. Faculty should work with outside professionals to make sure best industry practices are learned in college courses.

Timeline for the Assessment

☐ Each Semester

☒ Yearly

☐ Every other year

D8) Student Learning Outcome #7: *Students will demonstrate an understanding of the writing, editing and production techniques of mass communication specialties.*

Identify opportunities for students to learn this outcome during the 2016-2017 academic year:

All students are required to take the core courses in Style and Structure and Electronic Communication, and writing-specific courses in their degree program. Sports Strategic Communication majors include: Persuasive Writing and Sports PR. Sports Journalism majors include: Reporting, Electronic Sports Reporting, Editing, Data Journalism and Sports Writing. Sports production majors include: Reporting, Electronic Sports Reporting, and editing in production courses. In addition, Sports Media students are expected to show these skills in their capstone course.

How many students were included in the assessment of this outcome?

10: Internship assessment (5) and Portfolio assessment (5)

How were students selected to participate in the assessment of this outcome?

1. Students create a digital portfolio with artifacts created throughout the program and submit the portfolio to the instructor as part of their capstone class. At the advanced level, the artifacts available in seniors' portfolios were used to assess the learning outcomes. The links to graduating students' digital portfolios were entered into a spreadsheet. 29 student portfolios were received in Spring 2017. Portfolio links were selected using the online randomizing tool, www.randomizer.com. Of the 29 student portfolios received, 5 were selected for assessment, or 17 percent.
2. Five student internship evaluation forms were randomly selected from a total of 19 sport media internship evaluations (www.randomizer.com), which represented 26 percent of the internship evaluations.

Assessment Methods

Identify the method(s) used to assess this learning outcome. Check all that apply.

☐ Survey

☒ Rating of skills (e.g., rubrics)

☒ Analysis of written artifacts

☐ Comprehensive, certification, or professional exam(s)

☐ Oral presentation

☐ Course project

☐ Satisfaction Survey

☐ Benchmarking

☒ Measuring effectiveness relative to professional standards

☐ Review of thesis/dissertation/ creative component

☒ Capstone project

☒ Internship

☐ Interviews

☐ Performance or jury

☒ Visual collection (photos, videos, etc.)

☐ Review of student research

☐ Other (please specify):

Click here to specify.

Describe the how the assessment method was implemented, administered, and/or conducted.

In the External Reviewers Portfolio assessment, Learning Outcome #7 is assessed in four categories:

- 1) evidence of the ability to write clearly and without errors (*Excel Column L*)
- 2) craft language for interesting and effective communication (*Excel Column M*)
- 3) write across platforms effectively (*Excel Column N*)
- 4) communicate to wide and diverse audiences (*Excel Column O*)

**See Appendix For Excel Sheet / Results*

External reviewers reviewed 8 portfolios and received two links: 1) a link to a student portfolio, and 2) a link to an online survey. Each reviewer was asked to review the student's work and rate the work on a 5-point-scale.

- 1= Poor or no representation of Learning Outcome
- 2= Somewhat poor representation of Learning Outcome
- 3= Average representation of Learning Outcome
- 4= Good representation of Learning Outcome
- 5= Outstanding representation of Learning Outcome

In the Internship Assessment, supervisors provided an overall assessment of Learning Outcome #7 – *student demonstrates an understanding of the writing, editing and production techniques of mass communication specialties*

Internship Supervisors were asked to assess the student's work and rate the work on a 7-point-scale.

- 1 = Not Applicable
- 2 = Understanding Not Demonstrated
- 3 = Demonstrated Only Slightly
- 4 = Demonstrated Occasionally
- 5 = Demonstrated But Needs Work
- 6 = Demonstrated Well
- 7 = Expertly Demonstrated

Did your department/program faculty have a goal set for this learning outcome? ☒ Yes ☐ No

Yes, to score better than in 2016 – Internship Evaluations (5.2/7) / Portfolios (4.2/5)

**New for 2017 – one SMSC professor was selected to evaluate portfolios.*

Provide a summary of the results from the assessment of Learning Outcome 7.

Internship Assessment Score: The overall mean score was 5.8, which is slightly higher than the 2016 score of 5.2. Goal achieved.

Portfolio Assessment Score: The mean score was 3.65, which is lower than in 2016. Goal not achieved. Faculty need to review portfolios in all classes, and more writing samples across different platforms need to be added to student portfolios.

SMSC Professor Portfolio Score: 3.8

What do the results suggest about student achievement of this learning outcome?

Students must add more writing samples to their portfolios, and the writing samples should demonstrate an understanding of how to write effectively across multiple platforms. Faculty need to do more portfolio reviews and must meet with industry leaders to understand best industry practices and what skills are expected by industry professionals when students graduate.

Timeline for the Assessment

☐ Each Semester ☒ Yearly ☐ Every other year

Appendix

Page #	Document
15.	Senior Exit Survey Sample
16.	Senior Interview questions
17.	Portfolio Assessment survey
22.	Portfolio Assessment Results – Excel Sheet
23.	Internship Evaluations by Supervisor

Senior Survey

Name: _____

Circle one answer that reflects your level of achievement:

Learning Outcome 1: **Students will demonstrate an appreciation of the constitutional freedoms, legal issues and ethical principles involved in mass communication.**

Strongly agree - 5
Agree - 4
Neutral - 3
Disagree - 2
Strongly disagree – 1

Learning Outcome 2: **Students will demonstrate an understanding of the relevance of human diversity in mass communication.**

Strongly agree - 5
Agree - 4
Neutral - 3
Disagree - 2
Strongly disagree – 1

Learning Outcome 3: **Students will demonstrate respect for the history and social role of mass communications.**

Strongly agree - 5
Agree - 4
Neutral - 3
Disagree - 2
Strongly disagree – 1

Learning outcome 5: **Students will demonstrate an understanding of the relevant theories and concepts of mass communications.**

Strongly agree - 5
Agree - 4
Neutral - 3
Disagree - 2
Strongly disagree – 1

Learning outcome 8: **Students will demonstrate an understanding of the relevant planning and management methods in mass communication.**

Strongly agree - 5
Agree - 4
Neutral - 3
Disagree - 2
Strongly disagree – 1

Senior Interview Questions

1. Now that you're about to graduate, what stands out most about your education in the past four years?
2. Do you plan to work in your field of study?
3. What subject matter / classes were the most difficult to learn in your major? How did you do in the class?
Do you still remember what you learned?
4. What did you learn that you feel is most beneficial to you? Why?
5. Do you think diversity is important in your field of study? Why?
6. Do you think you learned a lot about the history of our profession?
7. Where do you think you will be in your career in five years?
8. What things would you have liked to learn that you didn't?
9. Would you feel comfortable researching and planning an event or campaign?
10. How do you feel about this accomplishment?

Congratulations! You're an alumnae or alumnus.

Portfolio Assessment Survey

Click to edit survey title

Edit



Learning Outcomes Survey

Portfolio Assessment

The purpose of this survey is to help us assess the quality of our program and students' ability to demonstrate learning outcomes. Please assess each of the learning outcomes based on the artifacts presented in the portfolios assigned to you.

* 1. What is your name?

2. What is name of the student whose portfolio you are analyzing?



Learning Outcomes Survey

Learning Outcome 4

Learning Outcome 4: Demonstrate critical, creative and individual thinking.

Select the level of representation of the above learning outcome in the portfolio based on each of the following questions.

*** 3. The ability to analyze complex situations accurately.**

- ☐ No or poor representation of learning outcome.
- ☐ Somewhat poor representation of learning outcome.
- ☐ Average representation of learning outcome.
- ☐ Good representation of learning outcome.
- ☐ Outstanding representation of learning outcome.

*** 4. The ability to craft innovative solutions to difficult problems.**

- ☐ No or poor representation of learning outcome.
- ☐ Somewhat poor representation of learning outcome.
- ☐ Average representation of learning outcome.
- ☐ Good representation of learning outcome.
- ☐ Outstanding representation of learning outcome.

*** 5. The ability to look beyond what is obvious and understand what lies beneath the surface.**

- ☐ No or poor representation of learning outcome.
- ☐ Somewhat poor representation of learning outcome.
- ☐ Average representation of learning outcome.
- ☐ Good representation of learning outcome.
- ☐ Outstanding representation of learning outcome.

*** 6. The ability to effectively communicate complex ideas and make them understandable.**

- ☐ No or poor representation of learning outcome.
- ☐ Somewhat poor representation of learning outcome.
- ☐ Average representation of learning outcome.
- ☐ Good representation of learning outcome.
- ☐ Outstanding representation of learning outcome.



Learning Outcomes Survey

Learning Outcome 6

Learning Outcome 6: Demonstrate an understanding of the methods and techniques of research and information gathering.

Select the level of representation of the above learning outcome in the portfolio based on each of the following questions.

*** 7. Evidence of the ability to gather information effectively and completely.**

- ☐ No or poor representation of learning outcome.
- ☐ Somewhat poor representation of learning outcome.
- ☐ Average representation of learning outcome.
- ☐ Good representation of learning outcome.
- ☐ Outstanding representation of learning outcome.

*** 8. Evidence of initiative and creativity in information gathering.**

- ☐ No or poor representation of learning outcome.
- ☐ Somewhat poor representation of learning outcome.
- ☐ Average representation of learning outcome.
- ☐ Good representation of learning outcome.
- ☐ Outstanding representation of learning outcome.

*** 9. The ability to use multiple methods and sources to research information.**

- ☐ No or poor representation of learning outcome.
- ☐ Somewhat poor representation of learning outcome.
- ☐ Average representation of learning outcome.
- ☐ Good representation of learning outcome.
- ☐ Outstanding representation of learning outcome.

*** 10. The ability to effectively communicate how information was gathered.**

- ☐ No or poor representation of learning outcome.
- ☐ Somewhat poor representation of learning outcome.
- ☐ Average representation of learning outcome.
- ☐ Good representation of learning outcome.
- ☐ Outstanding representation of learning outcome.



Learning Outcomes Survey

Thank you

We appreciate you sharing your time and expertise.

External Reviewer Results - Portfolios

	B	C	D	E	F	G	H	I	J	K	L	M	N	O	P	Q	R	S	T	U	V	W	X	Y	Z	AA	AB	AC	AD	AE	AF	AG	A	
SPM																																		
Kelly Hines			4	4	4	4	4	4	5	4	4	4	5	4	Agree	I think this is a thorough portfolio. The home page is especially helpful. The student succinctly tells who he is and details his relevant experience.																		
Kelly Hines			3	3	3	3	5	5	5	4	3	4	4	4	Strongly Agree	The student's demo reel on the home page could easily be overlooked, and what she supplies on the multimedia samples page isn't nearly as strong. If some of the demo reel clips also were on that page in their entirety, her vast experience would be better shown.																		
Kelly Hines			3	3	3	3	4	3	4	3	4	4	4	4	Agree	I would have preferred more video samples that reveal versatility and personality or a demo reel with some of his best work. The scripted radio spotcasts are all extremely similar, and the podcasts make it hard to tell which one is the student when several people are talking.																		
Kelly Hines			2	2	3	3	5	5	5	5	3	3	3	3	Neither agree	This portfolio is extremely limited and would make it difficult for the student to stand out in a sea of job applicants. He could benefit by adding more videos or perhaps more professional ones and by having other forms of work samples that would show some variety.																		
Kelly Hines			5	5	5	5	5	5	5	4	4	5	4	5	Strongly Agree	No. This is an incredibly complete and impressive portfolio.																		
James Poling			4	4	4	3	4	5	3	3	4	4	5	3	Neither agree	Website needs a single address, which ext152.wisc.edu is not. He should also profile his writing ahead of sports radio, given his writing was at a professional site.																		
James Poling			3	4	3	3	1	2	3	1	4	3	4	3	Strongly Disagree	Too many dead links (particularly social media bar) on website. The primary video is just a bunch of angry Oklahoma State students cursing, which is not a good professional look.																		
James Poling			5	5	5	5	5	4	5	5	3	4	3	5	Strongly Agree	Home page is a mess, particularly with the graduating photo in the centerpiece, but each other page is outstanding. If people click off the home page, he will be a top candidate in the hiring process.																		
James Poling			3	3	3	2	3	2	3	2	3	2	4	3	Disagree	Karl has linked his Soundcloud audio multiple times within "Works" that repeats the same audio on the page.																		
James Poling			5	4	4	4	4	4	3	4	2	3	3	3	Agree	She needs to remove the phone numbers/email of the contacts in her written stories.																		
Kyle Friedrich			4	3	3	3	4	3	3	4	4	4	4	4	Neither agree nor disagree																			
Kyle Friedrich			4	4	4	5	4	5	5	4	3	4	4	4	Agree																			
Kyle Friedrich			4	4	3	4	4	3	3	3	4	4	4	4	Agree																			
Kyle Friedrich			4	4	4	4	3	4	3	3	3	4	2	2	Neither agree nor disagree																			
Kyle Friedrich			5	4	4	5	4	4	4	4	4	5	4	4	Strongly Agree																			
sum			54	56	56	56	59	58	59	53	52	57	57	55																				
average			3.85	3.7	3.6	3.7	3.9	3.8	3.9	3.5	3.4	3.8	3.8	3.6																				
overall average - 3.71																																		

Column P question for reviewers: Is the portfolio professional and will it help the student find employment after graduation?

	B	C	D	E	F	G	H	I	J	K	L	M	N	O
SPM														
Shipka			4	4	3	4	4	4	3	4	4	4	4	4
Shipka			3	3	3	3	4	3	4	4	4	3	4	3
Shipka			4	4	4	4	4	4	4	4	4	4	4	3
Shipka			4	4	4	4	4	4	3	3	3	4	3	4
Shipka			4	4	4	4	4	5	5	4	4	4	4	5
total														
mean			3.8	3.8	3.6	3.8	4.2	4	3.6	3.8	3.8	3.8	3.8	3.8

Internship Supervisor Survey

To what extent does the intern demonstrate the following characteristics?	Not applicable	Not demonstrated	Demonstrated only slightly	Demonstrated occasionally	Demonstrated but needs work	Demonstrated well	Expertly demonstrated
	1	2	3	4	5	6	7
1. An understanding of the relevant constitutional freedoms, legal issues and ethical principles in mass communications.							
2. An understanding of the relevance of human diversity in mass communications.							
3. An understanding of the history and social role of mass communications.							
4. Critical, creative and individual thinking.							
5. An understanding of the relevant theories and concepts of mass communications.							
6. An understanding of the methods and techniques of research and information gathering.							
7. Appropriate writing, editing and production techniques in mass communications.							
8. An understanding of relevant planning and management methods in mass communications.							